

# **Healthy Start**

## **Request for Applications 2001-2002**

Senate Bill 620 (Chapter 759, Statutes of 1991)  
Healthy Start Support Services For Children Act  
Education Code 8800 ET SEQ

**Healthy Start and After School Partnerships Office**  
California Department of Education  
721 Capitol Mall, Third Floor  
Sacramento, CA 95814  
(916) 657-3558

## Healthy Start Initiative RFA 2001-2002

### Important Dates

**November 1, 2001**

Request for Applications (RFA) is available on California Department of Education Web site at [www.cde.ca.gov/healthystart](http://www.cde.ca.gov/healthystart), and an informational letter is sent to all school districts and county offices of education.

**November 16 –  
December 5, 2001**

RFA Information Meetings: School Community Policing Partnership Grant: **9:00-10:00 AM**  
Healthy Start Initiative **10:00AM-12:30**

**March 1, 2002**

Applications due; Applications must be postmarked or received by the California Department of Education, Healthy Start and After School Partnerships Office.

**May 15, 2002**

Grant Awards Announced.

Region/Counties	Date	Location
<b>1</b> Del Norte, Humboldt, Lake, Mendocino, Sonoma	<b>December 5 Friday</b>	Mendocino County Office of Education, 2240 Eastside Rd. Ukiah, CA 95482 Contact: Lucia Bianchi (707) 467-5100
<b>2</b> Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity	<b>November 16 Friday</b>	Butte County Office of Education 1859 Bird St. Oroville, CA. 95965 Contact: Amy Christianson (530) 532-5705
<b>3</b> Alpine, Colusa, El Dorado, Placer, Nevada, Sacramento, Sierra, Sutter, Yolo, Yuba	<b>November 27 Tuesday</b>	Rancho Cordova Community Center 10665 Coloma Rd., Rancho Cordova, 95670 Contact: Linda Burkholder, (916) 861-0611
<b>4</b> Alameda, Contra Costa, Marin, Napa San Francisco, San Mateo, Solano <b>5</b> Monterey, San Benito, Santa Clara, Santa Cruz	<b>December 3 Monday</b>	Alameda County Office of Education, Rm 142 313 W. Winton Ave., Hayward, CA 94544 Contact: Lina Hancock, HTA (510) 559-3193
<b>6</b> Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne <b>7</b> Kings, Fresno, Madera, Mariposa, Merced, Tulare	<b>November 28 Wednesday</b>	Valley Childrens Hospital 9300 Valley Childrens Way Madera, CA. 93638 Contact: Karen Westbrook, Pixley USD, (559) 757-3131X106
<b>8</b> Kern, San Luis Obispo, Santa Barbara, Ventura	<b>December 3 Monday</b>	Kern County Schools University Square, 2000 K St. Room US 2 Bakersfield, CA, 93301 Contact: Esther Ozeta (661)-636-4724
<b>9</b> Imperial, Orange, San Diego <b>10</b> Inyo, Mono, Riverside, San Bernardino	<b>November 30 Friday</b>	City of Montclair Community Center 5111 Benito St., Montclair, CA 91763 Contact: Katie Willis, (909) 886-2604
<b>11</b> Los Angeles County	<b>November 29 Thursday</b>	17 <sup>th</sup> St Annex, LAUSD 644 W. 17 <sup>th</sup> St Los Angeles, CA 90015 Contact: Debra Duardo (213) 625-5323

Note: Please bring your copy of the Healthy Start RFA you download from the Web. You may attend any of these sessions. Questions regarding the Information Meetings should be directed to the Healthy Start and After School Partnerships Office (916) 657-3558.

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## **I. HEALTHY START OVERVIEW**

### **A. BACKGROUND**

The Healthy Start Support Services for Children Act was established by the Legislature in 1991. Under Healthy Start, the Superintendent of Public Instruction awards collaborative planning and operational grants to local educational agencies and their collaborative partners. Grantees work to measurably improve the lives of children and their families by providing culturally appropriate, integrated, accessible, strengths-based educational, health, mental health, social, and other supports and services, located at or near schools.

The goals of Healthy Start include:

- Ensuring that each child receives the physical, emotional, and intellectual support that he or she needs--in school, at home, and in the community--to learn well.
- Building the capacity of students and parents to be participants, leaders, and decision-makers in their communities.
- Helping schools and other child and family-serving agencies to reorganize, streamline, and integrate their programs to provide more effective support to children and their families.

### **B. PURPOSE**

#### Better Results for Young People and Families

Healthy Start offers school districts, county offices of education, and their collaborative partners seed money to embark on a long-term change initiative to improve the well being and performance of young people, families, and communities. The initiative is based on the recognition that educational success, physical health, emotional support, and family strength are inseparable.

Applicants are asked to identify the results most important to children, families, and their school community and to propose strategies that will lead to those results. Evaluation is a key component of local Healthy Start initiatives so these results can be demonstrated and reported. Agencies and institutions with current responsibilities for achieving these results should play a major role in local Healthy Start initiatives. Because the ability to learn well is so important to life success, Healthy Start places a special emphasis on improved school performance.

#### Comprehensive School-linked Child and Family Support

Applicants for Healthy Start operational grants must demonstrate their capacity to provide holistic support to children and families. The support system must link the academic program of the school with comprehensive support services and activities available at or near the school site. Parents and students should be key leaders and contributors. Services and activities may include health care, dental care, mental health counseling, child welfare services, employment services, crime prevention, child care, supplemental food and nutrition education services, service exchange banks, English as a Second Language (ESL)

or citizenship classes, peer-to-peer strategies, or others important to the success of the children and families. The services and activities to be provided are determined by the applicant, but must be logically related to desired results.

### Systematic Reform

Accomplishing comprehensive, school-linked child and family support requires a process of reform within and across child and family-serving systems. Grantees work to make systems and services more effective, more accessible, and more responsive to families. They foster active family involvement within the school, within the collaborative, and within the community. They build a partnership that will continue beyond the grant period. Thus, Healthy Start grants offer a “gateway” to services and support systems while providing a catalyst to reform those systems.

As a reform initiative, Healthy Start is closely related to other reforms that recognize the need for interagency collaboration and partnership with families and with schools. Important examples include California’s Public School Accountability Act of 1999, High School Exit Exam, California Peer Assistance and Review Program for Teachers, Elementary School Intensive Reading Program, and Improving America's Schools Act (in education), Family Support and Family Preservation and the Partnership for Excellence (in social services), Systems of Care (in mental health), and Healthy Families and Medi-Cal outreach efforts (in health services). [See Section IV B for further information on these and other initiatives.] Healthy Start should join with these initiatives for a unified reform process on behalf of children and families.

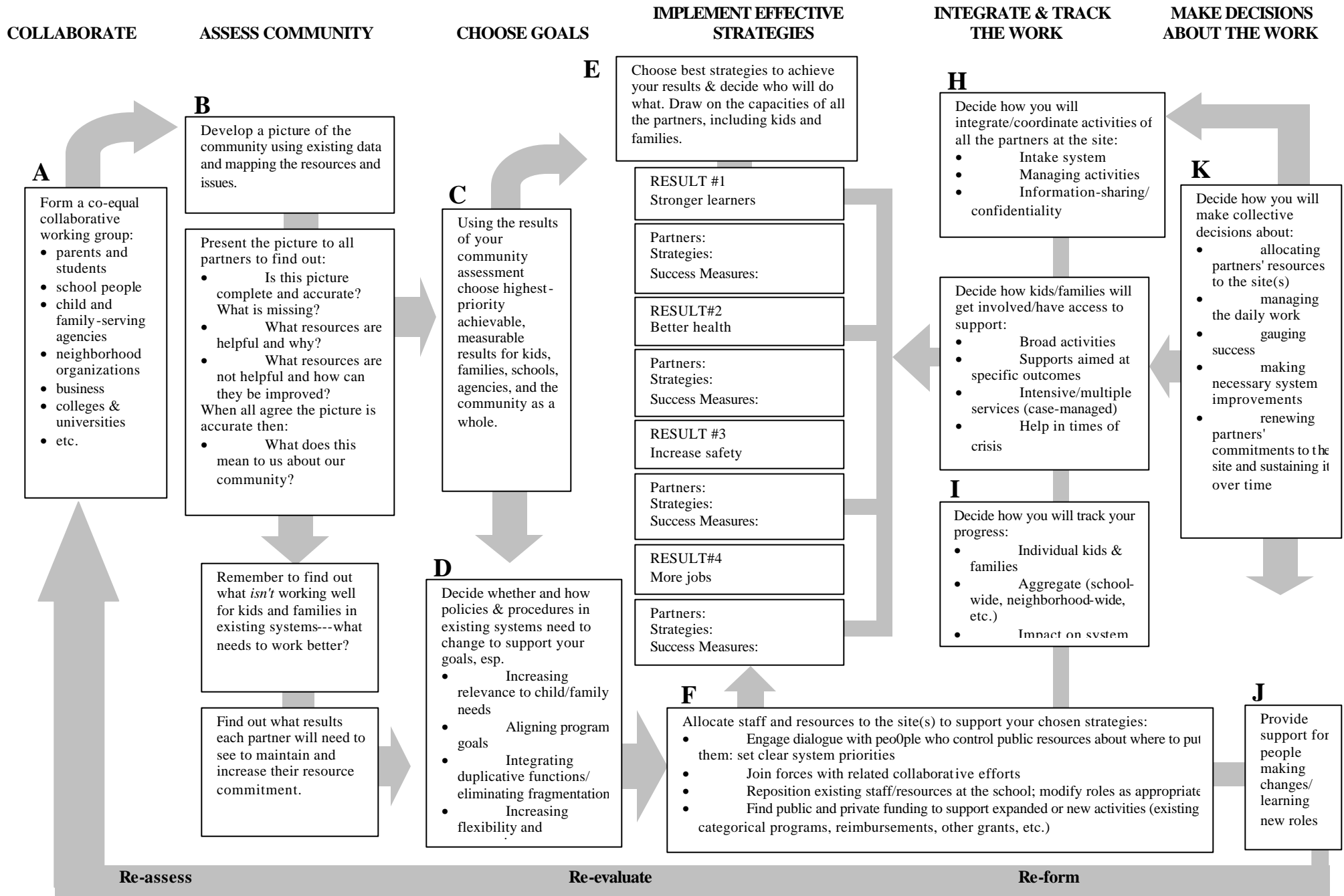
The Healthy Start Strategy for Collective Success chart on the next page describes the Healthy Start approach. A more detailed version of the chart can be found on page 26.

## **C. KEY ASPECTS OF HEALTHY START**

Each Healthy Start application is tailored to the unique conditions and opportunities of its own community. Every proposal will be different for this reason. When collaboratively planning for or implementing Healthy Start, all applicants will need to address the issues, decision-points, and processes described in the chart on the following page. The elements described on the chart comprise the key aspects of a Healthy Start Initiative.

The following discussion supplements the chart. Although the discussion treats the areas of the chart separately, in reality they are closely interrelated, as the chart shows (*the block capital letters in the text refer to the parts of the chart being discussed*).

# Healthy Start Strategy for Collective Success



## Healthy Start Strategy for Collective Success (refer to previous chart)

### Collaborate

**A Collaborative Group, jointly accountable.** The work should begin with a group of partners. Partners include parents and students, district and school staff, child and family-serving agencies, neighborhood organizations, businesses, colleges and universities, and any other participants whose involvement is important to success and who are prepared to assume joint accountability for the work. The commitment and relevance of the partners is more important than the number involved. Students and parents should be part of the collaborative group from the beginning, and should have a strong voice in making decisions and a strong role in leadership. The collaborative must also include members who can make decisions about the resources the initiative will need to reach its objectives (see also **F, K**).

The collaborative group that guides the local Healthy Start initiative should tie into resource allocation and decision-making structures at the school district and county government level. Applicants in counties with interagency children's councils under SB 997, Section 18986.15 of part 6, of division 9 of the Welfare and Institutions Code, must submit signatures from those councils. County interagency governing groups are encouraged to review and support Healthy Start proposals. For more information on these requirements, please see pages 20, 27, and Form 4b.

### Assess Community

**B Knowledge of what matters, to whom.** A thorough understanding of the needs identified by children, youth, families, and community members in the school attendance areas forms the foundation of the application. The application must address what children and families need and want to succeed in the school, community, and their lives. A comprehensive assessment will include an analysis of information from a variety of sources and points of view. A good assessment will include participation of all major groups within the community to determine their needs and establish the desired outcomes chosen with the collaborative. All parts of the assessment should address access as well as appropriate cultural and linguistic elements of the community.

**Strengths as the foundation.** The proposed strategies and allocation of resources should build on existing strengths. The initiative must target the most important needs of children and families, as prioritized and agreed to by the collaborative partners including the children and their families. Your analysis of community strengths should focus on the children and families, the school(s), health and human service agencies (public and non-profit), businesses, and other community groups. Collaborative partners should look at what is, or is not, working well for children and their families within the existing system. The family's perspectives also need to be assessed throughout the change process to assure collaborative partners that they are effectively meeting their needs (see also **D, F, J**).

### Choose Results

**C Highest priority improvements for children and families.** The application, activities and results should be organized around the highest priority, achievable results the collaborative wants to see for children and families. "Results" here means measurable changes in competence (e.g., ability to read) or condition (e.g., physical health status) of children, youth, or adults. The choices should reflect the results of the community assessment **B**. The application needs to show an understanding of what matters most to the children and families and weighed in conjunction

with what the collaborative partners have the capacity to do. Proposals should indicate specific measures for each result. Successful proposals will focus on a few high priority goals rather than a large number of varied activities and outcomes. Applicants should also show how achieving these results will benefit partners who will be asked to re-invest in or re-commit to the initiative over time (see **F** and **I**).

**Link to evaluation and sustaining.** In deciding on “results,” applicants should consider that funded applicants are required to evaluate their initiative and report the results of that evaluation to the California Department of Education (CDE) and local stakeholders. All operational grantees report to CDE on education results and choose at least one of eight "indicator clusters" around an additional non-educational area (for example, family functioning, youth crime, or health). Applicants are encouraged to look at the *Healthy Start Evaluation Guidebook* and *Planning for Evaluation* available on the CDE's Web site [www.cde.ca.gov/healthystart](http://www.cde.ca.gov/healthystart) for help with building agreement on selecting results to be measured. The results achieved by the local Healthy Start initiative, and documented with evaluation, strengthen the community's commitment to sustain their collaborative efforts past grant funding years (see **I**).

**D Need to change existing system.** In particular, partners should consider how programs can better fit child and family needs, how program goals can be better aligned both within and across agencies, how programs can eliminate fragmentation, and how programs can increase flexibility. The assessment of community resources in **B** is likely to reveal that the most important results selected in **C** will require some system change.

### Implement Effective Strategies

**E Credible action plan that draws on family strengths.** The proposed results are only as good as the strategies to carry them out. Proposals should offer credible, specific, and where possible, proven strategies to get to the results proposed. Applicants are asked to chart the activities and strategies they will use for each of their stated results, and the responsibilities of each partner (see pages 21 and 32). The activities and strategies should draw on appropriate available resources from the partners. In particular, children and families should play a significant role in designing and delivering the proposed supports and services.

**F Firm commitments for allocation of resources.** The partners need to make actual commitments of staff and other resources. This may be done through repositioning and modifying the roles of existing staff and/or finding public and private funding to support expanded or new activities. Applicants should check existing categorical programs and options to redirect funding (e.g., Title XI of Improving America's Schools Act [IASA], the Mega-Item in education), opportunities for additional reimbursements (including the LEA Medi-Cal billing option, see page 28 and Form 3), business contributions, and other grants. Proposals need to include written agreements (memoranda of understanding) documenting the exact staff or resource contribution of each partner and the terms under which it is made (see also **K**).

**Sustainable strategies, integrated into larger systems.** Applicants for operational grants are asked to plan for improving and sustaining their initiative after Healthy Start funding has ended (See Form 3 for a discussion of technical requirements; Help Section IV B for a list of possible partnerships). This requires extended dialogue with the people who control resources at the school district and with other major partner agencies about where resources should be allocated. Applicants should also investigate and join forces with related collaborative efforts so efficiencies can be achieved.

*There is an important connection between a site's ability to document results (see **I**), the effectiveness of its decision-making structure (**K**), and its ability to sustain itself over time.*



## Integrate and Track the Work

**G Access and outreach.** It is essential that the partners be clear on how children and families will be invited to get involved, to contribute, or to get the help they may need. In particular, proposals need to clearly specify how a child or family member might become involved in group or peer activities; and/or preventive, ongoing, or crisis services. Services for families with multiple needs should be integrated and case-managed across the various systems of services and supports with a single point of contact for the family.

**H Multidisciplinary operation and communication systems.** Sites need to integrate and coordinate the activities of all the partners. This includes those who are working together with the same family, and those who are working with different on-site activities. Applicants need to design an intake and case management system to learn about a child or family's issues and concerns and document them in partnership with the family who receives intensive services. Further, applicants need to describe ways of assessing, providing services and making referrals, integrating with school programs and data systems, and sharing information about individual families across agencies.

## I

**Documentation, evaluation, and self-assessment.** Applicants need to know how they will follow the progress of their work, both with individual children and families and with the community (school, neighborhood, etc.). It is also important to document the impact of Healthy Start on partner agencies' caseloads, costs, or revenues for sustainability. (For instance, improvement in school attendance can lead to an increase in revenue to the school.) Funded applicants will find indicators for data collection in the statewide Healthy Start evaluation, but what the site needs to know about its own work to generate continued support may go beyond what is required. These indicators will need to be collected, analyzed, and presented locally. For assistance, see the *Healthy Start Evaluation Guidebook* and *Planning for Evaluation* available on the CDE's Web site at [www.cde.ca.gov/healthystart](http://www.cde.ca.gov/healthystart). (In the chart, see also the connections to **C**, **F**, and **K**.)

## Evaluate Results and Make Decisions About the Work

**J Support for change.** Healthy Start represents a new way of doing business. New roles may be established for many participants, from parents assuming para-professional responsibilities to teachers and principals interacting with family members in new ways. Providers may take a newly integrated approach in their work with families. To succeed, all participants need support in their new roles. Training, cross-training, professional development, discussion, and self-assessment are essential parts of the initiative.

**K Effective governance strategies.** (See also **A**.) Sites will need to make decisions about the initiative at every level. An effective decision-making structure is essential. In particular, the collaborative must have ways to allocate resources or to work closely with those who can; to manage the daily work of the site (staffing, events, etc.); to advocate for and get necessary system changes; and to renew partners' commitments to the site and sustain it over time. The decision-making structure should share accountability among the partners. It should also incorporate a leading voice for parents and children.

The chart includes three major processes at the bottom of the page: re-assess, re-evaluate, and reform. These strategies are essential to the continuous improvement of your initiative. They must be part of each strategy so your initiative can grow and change as a central hub for your school community.

## **D. SPECIAL ISSUES AFFECTING HEALTHY START**

Healthy Start constitutes a major reform initiative for schools and communities. LEAs, other agencies, informal support systems, and city/county government will have to work collaboratively to bring together the information, expertise, and resources needed for success. The California Department of Education (CDE) recognizes that applicants may need assistance with implementing aspects of the initiative. Several issues will profoundly impact local Healthy Start initiatives and are discussed briefly to increase awareness of our current working environment. For information on technical assistance resources, please review Help Section IV.

- **Standards-Driven Education Links to Healthy Start Initiative**

The emphasis on determining what students should know and be able to do at each grade level shifts the educational focus from teaching to learning. In other words, the educational system is defining the expected education **results** for all students, translated to **content and performance standards** for all subject areas at all grade levels. This is a very exciting and challenging time for schools as they draw on input from parents, businesses and other potential employers, colleges and universities, and community members to establish education standards. These education standards are based on the expectation that all students can succeed when provided with the supports and services they need. The linkage of educational achievement with locally determined supports and services is the foundation of the Healthy Start initiative. Since Healthy Start started with a result-based philosophy, local initiatives are positioned to fully develop a learning environment that supports success for all children, youth, and families.

In addition to the adoption of education standards, various major standards-based education reform efforts are directed at improving the academic performance of all students and the conditions needed at school and in the community to support improvements in learning. The Public School Accountability Act of 1999 (see [www.cde.ca.gov/psaa](http://www.cde.ca.gov/psaa)) encourages active involvement of parents, pupils, educators, and the local community in improving pupil achievement. Student academic progress (with links to school attendance and behavior) is the most critical factor in the public school accountability system.

Efforts continue to enhance the Academic Performance Index (API) and the statewide assessment system (the California Standards Tests, the California English Language Development assessment, the High School Exit Exam) to provide valid and reliable assessment data to determine program effectiveness and whether students are achieving to state standards. The State Board of Education has adopted standards-based materials and curriculum resources, subject-specific curriculum frameworks, and grade-span documents to support the implementation of standards-aligned curriculum for all students. Specific staff development programs support the standards-based reform efforts, e.g., California Peer Assistance and Review Program for Teachers, Elementary School Intensive Reading Program, and Subject Matter Projects.

Vital linkages for Healthy Start include the statewide infrastructure in support of improved student achievement for schools with large populations of low-income families. This includes support from the federal Elementary and Secondary Schools Act/Improving America's School Act (ESEA/IASA) for Title I, School-wide Programs, and regional resources for the Statewide System of School Support (S4). Statewide support for low-performing schools is aligned to the Public Schools Accountability Act through the Immediate Intervention/Under-performing Schools Program

(II/USP), Program Improvement (PI) program and the Comprehensive School Reform Demonstration (CSRD). Review processes help a community focus on how to improve the quality and results of local schools (e.g., district-led program quality review process, Coordinated Compliance Review, California School Recognition Program). It is important to integrate with the Healthy Start initiative and collaborative partners whenever possible these related local efforts to assess needs and assets, to develop community consensus on the focus of plans, and to engage in program improvement processes.

- **Before and After School Learning and Safe Neighborhoods Partnerships Program Offers Opportunity**

The After School Learning and Safe Neighborhoods Partnerships Program (Education Code section 8482) provides \$87.8 million in ongoing, annual funding to local academic enrichment programs. With student safety and academic achievement as major priorities, schools and their communities work together to offer high quality, comprehensive after school programs for students in kindergarten through ninth grade. Assembly Bill 6 (Cardenas) was passed in 2001 (chapter 545), allowing the creation of locally driven **before** school programs. Along with the passage of AB 6, an additional \$29.7 million has been appropriated to fund new before school programs and the expansion of current after school programs. Before and after school programs created under this legislation must have: 1) an education and literacy component with tutoring or homework assistance (focused on the academic areas of language arts, mathematics, history/social science, or science, and 2) educational enrichment (through activities in arts, music, sports, recreation, youth development, and others based on student needs and interests). With demonstrated results in the areas of academic achievement and school safety and student behavior, the After School Learning and Safe Neighborhoods Partnerships Program offers LEAs the opportunity to create quality programs that address their community's unique needs.

- **Federal Welfare Reform Impacts Delivery System**

California has enacted welfare reform legislation (CalWORKs and other changes in welfare programs) while continuing to struggle with limited health and human service resources. As more Healthy Start sites begin with grant funds and/or local determination to coordinate services and supports, city and county service systems become more over-extended. Some communities may decide to focus informal supports and services at the individual school site, while coordinating less frequently used (or more costly) services at centrally located sites that are accessed by children and families of several schools.

Thus, the family center located at or near the school to provide a "one stop" location for supports and services (which is a trademark for many Healthy Start sites) may offer a more prevention-oriented array of supports and services. This type of family center needs to be connected with school-linked and community-centered employment development services, in addition to intervention and treatment services for the children and families who require more intensive assistance. To accomplish this type of system change, the Healthy Start "family" must continue to share expertise and resources that improve the delivery of comprehensive school-integrated supports and services for children, youth, and families. More information on family resource centers is available on their web site [www.childsworld.org/welfare/famre.htm](http://www.childsworld.org/welfare/famre.htm).

## II. GRANT INFORMATION

### A. CRITICAL DATES FOR THE HEALTHY START GRANT PROCESS

November 1, 2001	Healthy Start Request for Applications (RFA) available on the CDE's Web site to school districts and county offices of education
November/December 2001	RFA Information Meetings (please see inside cover page for dates and locations)
<b>March 1, 2002</b>	<b><i>Applications must be postmarked by March 1 or received by the California Department of Education, Healthy Start Office by March 1 (Hours 8:00 am-5:00 pm, Monday-Friday)</i></b>
May 15, 2002	Grant Awards announced

### B. COLLABORATIVE PLANNING AND OPERATIONAL GRANTS

School districts or county offices of education or charter schools that have not elected the new block grant funding model (AB 1115, 1999) and their collaborative partners may apply on behalf of a single school or a group of schools. The decision to submit an application on behalf of a single school or a cluster of schools should be based on what is best for the children, youth, families, and their community; the strengths, needs, and resources; and the desired results.

AB 1115 (1999) provides a new block grant funding model for charter schools. Under the model, charter schools receive a block grant of funds in lieu of funding for several state programs, including Healthy Start. Therefore, a charter school that is funded under the new model may not apply for, or receive funds from, Healthy Start collaborative planning or operational grants, and a district or county office of education may not include these charter schools in their application(s) or eligibility.

Since each Healthy Start application is tailored to the unique conditions and opportunities of its own community, every application must be different. If identical or very similar applications are received, it will be evident that each community did not develop an application reflecting their community's needs and strengths as required by Healthy Start. This will be considered in making funding decisions.

A separate application must be submitted for each grant requested. A local educational agency (LEA) or consortium of LEAs may submit more than one grant application. However, **a specific school site may appear on only one application.**

Schools that received both collaborative planning and operational grants or received an operational grant are not eligible for additional Healthy Start grants. However, a school that has received a collaborative planning grant in 1995-96 or before (Cohorts 1-5) and did not subsequently receive an operational grant may be eligible for a new collaborative planning grant if adequate justification for the need for collaborative planning is provided. An explanation of how the original collaborative planning grant was used must be provided. These explanations should be included in the purpose, collaboration, and community assessment sections of the application narrative. Please check with your regional consultant if considering this option.

If an application for an operational grant does not meet the criteria for a grant award, the Deputy Superintendent of the Child, Youth and Family Services Branch, may offer the applicant a

collaborative planning grant, if the LEA has not previously received a collaborative planning grant.

Schools and their collaborative partners, as a condition of grant funding, must sustain community, school district, and county supports and services beyond the grant period and are encouraged to apply in a sustainable configuration. A rationale for the decision regarding the configuration of schools must be included in your application. The guidelines for sustaining Healthy Start sites are described in the following boxed section.

**Guidelines\* for Sustaining a Healthy Start Site Include:**

- Supports and services to children, youth and families are provided in a facility that has adequate space, is comfortable, and is accessible to children and families.
- An active local Healthy Start collaborative demonstrates leadership and involvement in administering, governing, evaluating, and improving Healthy Start sites. This includes authority to make policy decisions regarding reinvestment of LEA Medi-Cal funds. Representation includes children, families, community organizations, businesses, schools, districts and agencies.
- A children/families' coordinator (at least one FTE recommended) builds communication between policy makers and those providing supports and services to improve and sustain service and supports for children and families.
- Combined resources of families, communities, counties, cities, nonprofit organizations, businesses, school(s), and district(s) are committed to long-term support of children, youth, and families through Healthy Start.
- Continuous efforts to measure and demonstrate the results of a successful Healthy Start initiative are evident, and these results are being shared with collaborative partners, including families.
- Healthy Start is integrated in the local school(s), including administrator support and active teaching and learning support staff involvement.

*\* These guidelines were derived from the statewide Healthy Start evaluation and sustainability survey results.*

Two types of grants are authorized under the Healthy Start Support Services for Children Act:

**1. Collaborative Planning Grants**

- a. Collaborative planning grants may be awarded to LEAs and their collaborative partners who demonstrate a need to plan for school-integrated supports and services in a community that has committed to the planning effort.
- b. The maximum amount of a collaborative planning grant is \$50,000 total, for up to a two-year period.

## 2. Operational Grants

- a. Operational grants may be awarded to LEAs and their collaborative partners who demonstrate readiness to begin or to expand a system of comprehensive school-integrated service and supports to assist children, youth and families achieve educational success and well-being.
- b. The maximum amount of an operational grant is \$300,000 plus one-time start-up funding of up to \$100,000 (total maximum of \$400,000). Grants are approved for a period of up to five years to fully develop and sustain their sites, to evaluate their initiatives, and to use the same level of operational grant funds.

## C. ELIGIBILITY FOR FUNDING

Elementary, middle, and secondary schools are eligible; there are no restrictions as to grade level. Feeder preschools may be part of an application that includes their partner elementary schools.

Definition of a Qualifying School. For purposes of Healthy Start grants, a "school" or "school site" is defined as a school operated by a district or county office of education that has a valid CDS (county, district, school) code as published in the *California Public School Directory*. New schools, for which the LEA has formally applied for a CDS code, are also eligible. Charter schools are eligible to apply as described on page 9.

The Healthy Start Statute provides that a school is “qualified” if it is one of the following:

1. An elementary school with an enrollment of 50 percent or more of students who are:
  - a. either from families that receive Temporary Assistance to Needy Families (TANF)/CalWORKs or have English Learners (EL), as identified in Section 52163 of the Education Code *or*
  - b. are eligible to receive free or reduced-price meals under Section 49552 of the Education Code.
2. A middle or high school with an enrollment of 35 percent or more of students who are:
  - a. either from families that receive Temporary Assistance to Needy Families (TANF)/CalWORKs or have English Learners, as identified in Section 52163 of the Education Code *or*
  - c. are eligible to receive free or reduced-price meals under Section 49552 of the Education Code.

Please refer to the CBEDS data at the CDE's Web site at <http://data1.cde.ca.gov/dataquest/> and click on “select your own data” to determine the percent of eligible students for free or reduced-price meals for your school site.

A school's eligibility for grant funding will be based upon CBEDS data. However, if demographic information for a school has significantly changed since the previous year, resulting in an increase to the percent of students eligible to receive either free or reduced-priced meals; English Learners; or families that receive TANF/CalWORKS, the school may

provide documentation to the CDE Healthy Start and After School Partnerships Office to reflect the change to meet eligibility requirements. Please include a separate letter with supporting documentation in your Healthy Start RFA packet if you are requesting a review of the eligibility requirement for your school. (Please note that eligibility for grant funding is based upon the school's total enrollment and not on SAT-9 testing data.)

3. The school that does not satisfy the criteria in 1 or 2 above, but demonstrates special factors that warrant consideration. (Note: If a "special factors" school is included in the application, the LEA must describe the special circumstances to be considered, such as factors reflecting student needs not reflected by 1 and 2 above. Please see Form 1b.)

Priority for services at schools not meeting the fifty percent or thirty-five percent threshold must still be given to children from families participating in TANF/CalWORKs who are English Learners, or who are eligible for free or reduced-price meals.

Statewide, ninety percent of the schools selected for grants must qualify under the criteria listed under 1 or 2 above; only up to 10 percent may qualify under "special factors" criteria. If the Deputy Superintendent of the Child, Youth and Family Services Branch must eliminate applications from the pool of potential grantees to meet the 10 percent limitation for "special factors" schools, and the application is for a cluster of schools, the entire application may be eliminated.

*Note:* Partnerships are encouraged with schools that are designated as Immediate Intervention/Underperforming Schools II/USP (and Comprehensive School Reform Demonstration Project funds) and/or as Schoolwide Projects under Title I of the Improving America's Schools Act (IASA) since these schools have goals for children, youth, and families similar to Healthy Start. State legislation (AB961) established the High Priority School Grant Program for Low-Performing Schools to add training and administration costs for IIUSA.

#### **D. HOW FUNDING MAY BE USED**

Collaborative planning grant funds are awarded for a maximum of \$50,000 budgeted over a one-to-two year period. Operational grant funds are awarded to a maximum of \$300,000 budgeted over a period not to exceed five years. Start-up grant funds may be included in operational grants to a maximum of \$100,000 per operational grant. All Healthy Start grantees must match the state funds they receive by at least 25 percent in cash, services, or resources. In other words, one dollar of value must be supplied for every four dollars awarded (see budget information in Section 3, Application Narrative). Grantees are encouraged to obtain additional "matching funds." Healthy Start grant funds must supplement, not supplant, existing services. Schools are prohibited from using Healthy Start funds to pay for existing levels of service or to make up for budget cuts. Healthy Start funds may not be used for out-of-state travel.

Healthy Start collaborative planning and operational funds may be used for:

- Staff salaries (including project management, coordination of services, case management, and service delivery personnel).
- Materials and services required by staff and other agency personnel assigned to work at local sites.

- Training and cross-training of staff, service providers, parents and others involved in your initiative. (We recommend that grant applicants set aside \$2,000 per year for state and regional technical assistance and networking workshops.)
- Equipment dedicated to Healthy Start use, including computer equipment for program management, data collection, and evaluation.
- Contracting for service providers to implement programs, provide technical assistance or services, or evaluate programs. Operational grants should budget and provide an appropriate budget justification for local and statewide evaluation needs over the local initiative's grant period.

### **Budget Restrictions**

For all grants, budgeted indirect costs may not exceed the LEA's state-approved indirect cost rate for the 2002-03 fiscal year. Contact your LEA Business Office for the correct rate.

Collaborative planning grant funds:

- Equipment costs may not exceed 10 percent of the total collaborative planning grant.
- Funds may not be used toward the purchase of direct services.
- Funds may not be used toward facilities rental, lease, purchase, or renovation.

Operational grant funds:

- No more than 50 percent of operational grant funding may be used to purchase direct services (such as health care, drug treatment, dental services). Healthy Start implementation efforts must focus on identifying and utilizing support services with other funding sources and on developing private funding sources. Direct services do not include salaries for staff who are developing or operating the program or for case management.
- Funds for Healthy Start facilities rental, lease, or purchase costs may not exceed 15 percent of total annual operating budgets. Note: Funds may not be used for facility renovation.
- Equipment costs may not exceed 10 percent of the total operational grant.

Start-up grant funds (operational grants only):

- No more than \$50,000 may be used toward Healthy Start facilities renovation (such as modifications to a facility or preparation necessary for a newly acquired facility).
- Funds may not be used toward the acquisition of a facility (i.e., rental, lease, or purchase).

## **E. APPLICATION REVIEW AND GRANT AWARD PROCESS**

The Deputy Superintendent of the Child, Youth and Family Services Branch will select applications for funding, based on the recommendations of the Healthy Start Support Services Council<sup>1</sup>.

Selection of grantees is based primarily on a competitive process. Beyond the requirement that 90 percent of the schools that receive grants meet the low income or LEP criteria, the quality of the application is the primary criterion for selection. In addition, statutes require that grants be distributed to LEAs in northern, central, and southern California, and in urban, suburban, and

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<sup>1</sup> The Healthy Start Support Services Council is composed of the Superintendent of Public Instruction, the Secretary of Child Development and Education, the Secretary of the Health and Welfare Agency, and the Directors of the Departments of Social Services, Mental Health, Health Services, and Drug and Alcohol Programs.



rural areas. To the extent possible, grants will be awarded for programs representative of the ethnic and linguistic diversity of school age pupils and their families; to schools serving elementary, middle and high school students; and to schools in counties underrepresented in the Healthy Start initiative. Consideration will be given to underrepresented counties with qualifying scores in the grant award process.

#### Initial Screening and Disqualification Criteria

All proposals will be screened for compliance with the RFA guidelines. Excess narrative and/or attachments will be disregarded by the readers. (See pages 16-17 for specific format instruction.) CDE reserves the right to disqualify any or all applications that do not include budget information; application narrative; original signature of LEA superintendent; or, if applicable, the required SB 997 council approval; or which are not postmarked or received by March 1, 2002.

#### Scoring Process

The initial ranking of applications will be conducted for the Healthy Start Support Services Council by community representatives including teachers, administrators, board members, parents, staff of children's service groups, private and community-based organizations, local and state Healthy Start Support Services Council representatives, and CDE and local Healthy Start staff. Other experts may also be called upon. These representatives review and score applications at the Healthy Start Readers' Conference.

#### Criteria and Scoring System

Collaborative planning and operational applications will be scored on the criteria in the scoring rubrics (Section III). The key characteristics of Healthy Start projects, as described in the RFA, form the base for the scoring rubrics. The collaborative planning and operational rubrics set out four possible scale points for describing how well an application reflects essential traits. Readers use the rubric descriptions to decide which score best fits each application. The overall quality of the entire application is evaluated using a holistic scoring process. Readers rate each application on its own merits as measured against the scoring rubric. The applications do not compete against one another, but against the common standard in the rubric.

Every application is scored by two trained readers against the scoring rubric. The pair of readers score each application independently. They discuss the application and write their comments together. If the two scores are identical or if the difference of the two scores falls within a predetermined limit, the scores are "in agreement," and the two scores will be totaled. If the difference of the two readers' ratings exceeds the limit, the application will be re-scored by the Chief Reader or another expert reader.

#### Determination of Award Amounts

The application will be funded at the level requested if the program application is well justified and the budget submission is realistic and well supported. However, CDE reserves the right to fund applications at a lesser amount if the application can be implemented with less, or if state funding is not sufficient to fully fund all applications that merit award.

#### Award Notification

Notification of awards will be made in writing to school districts on or before May 15, 2002. A list of grantees will be posted on the CDE's Web site on May 15, 2002, at [www.cde.ca.gov/healthystart](http://www.cde.ca.gov/healthystart). **We will be unable to respond to telephone calls regarding grant awards until May 15, 2002.**

### Grant Award Appeal Process

Applicants that wish to appeal the grant award decision regarding the application must submit a letter of appeal to the California Department of Education, Healthy Start and After School Partnerships Office, 721 Capitol Mall, Third Floor, Sacramento, California, 95814.

The letter of appeal must:

1. Be postmarked by July 15, 2002;
2. Be signed with an original signature by the district or county superintendent who signed the application;
3. Describe the factors which caused the applicant to conclude the prescribed rating standards (scoring rubric) were not followed and explain why the score is in conflict with the rating standards; and
4. Identify specific information in the application that the applicant believes was overlooked or misinterpreted.

Incomplete appeals, late appeals, or appeals that only disagree with the readers' comments, which are provided for technical assistance will not be considered. Applicants need to conduct an in-depth evaluation of the application against the scoring rubric before submitting a letter of appeal.

CDE staff or designees will re-evaluate the application. The final decision on any recommendations to revise the original score of an application and/or fund the application will be made in writing by the Deputy Superintendent of the Child, Youth and Family Services Branch, California Department of Education, on or before September 1, 2002. The decision reached shall be the final administrative action afforded the appeal.

### **III. HOW TO APPLY FOR HEALTHY START FUNDING**

#### **A. INSTRUCTIONS FOR COMPLETING AN APPLICATION**

##### **1. DUE DATE**

**Applications must be received or postmarked by the U.S. Postal Service to the California Department of Education, Healthy Start and After School Partnerships Office, on or before March 1, 2002.**

##### **2. APPLICATION PACKAGE CHECKLIST**

***Due by March 1, 2002--Items to be submitted in the following order.***

- Healthy Start Support Services Application for Funding (Forms 1a and 1b)--Superintendent's signature required. (We recommend that all Healthy Start coordinators have access to the Internet and e-mail for obtaining forms and information from the CDE's Web site and for receiving e-mail regarding pertinent program information from CDE staff.)
- Drug Free Workplace Certification (Form 2)--Superintendent's signature required.
- Additional Agreements (Form 3)--Superintendent's signature required.
- Collaborative Signatures (Forms 4a and 4b).
- Healthy Start Grant Application Budget (Collaborative Planning, Forms 5 and 6c; Operational, Forms 6a, 6b, and 6c). (Double check budget calculations.)
- Healthy Start Site Profile (Form 7) Operational Applicants Only.
- Program Narrative (includes student profile data, detailed budget narrative, Form 7, and workplan forms):
  - Collaborative planning-12 pages maximum
  - Operational-25 pages maximum
- Attachments (10 pages maximum).
- Memoranda of Understanding (no page limitation)--Review discussion of Attachments and MOUs on p. 17.

##### **3. APPLICATION NARRATIVE**

Refer to Section III B for information on the collaborative planning grant narrative, budget, and rubric, and to Section III C for information on the operational grant narrative, budget, and rubric.

##### **LENGTH LIMITATION**

The narrative for operational grant applications is limited to twenty-five single-sided, 8-1/2" by 11" pages, and the narrative for collaborative planning grant applications is limited to twelve single-sided, 8-1/2" by 11" pages (not including required budget forms, other required documentation forms, memoranda of understanding, and attachments). Student profile data, Budget Narrative, Site Profile Form 7, and workplan forms count as part of the narrative.

Top, bottom, left, and right margins should be 1-inch minimum. The application should be prepared using a 12-point font that does not exceed 6 lines per inch. Applicants are advised not to use a compressed or narrow font to ensure that applications may be reviewed with ease by readers. All pages included in the application should be clearly numbered, and any excess narrative will be disregarded by the readers.

#### 4. ATTACHMENTS and MEMORANDA OF UNDERSTANDING

Attachments may include documents that support the narrative, not to exceed 10 pages. If documents are printed back-to-back, each side will be counted as one page. Attachments that are a continuation of the narrative will not be considered. Please label each attachment by an appropriate title (e.g., "Parent Letter") in the upper right-hand corner. A table of contents for the Attachment Section is helpful to the application reviewers and is not included in the page limitation count.

Memoranda of Understanding (MOUs) describing the intent and commitments of local collaborative members are not included in this 10-page limitation and may be two-sided. Though not legally binding, Healthy Start MOUs need to clearly describe the specific commitments of staff, services, or resources provided by each partner, including estimated monetary value. MOUs lacking specificity as noted will be counted as attachments rather than MOUs and included in the 10-page maximum. The commitments of the LEA to the Healthy Start site may be documented in a MOU. MOUs should be consistent with the strategies and resource commitments described in the application narrative and budget. A table of contents for the MOU Section is helpful to the application reviewers and is not included in the page limitation count.

All attachments and MOUs must be included in the application to be considered in the review process. CDE cannot add or remove any items from applications received for consideration in the review process. This includes letters of support sent directly to CDE under separate cover from legislators and others. Such letters cannot be added to the application, nor will the applicant be notified of their receipt. It is the applicant's responsibility to include all documents with the application prior to submission so the determination can be made whether the item(s) should be included in the 10-page limit on attachments.

All attachments and letters of support must be submitted in English or a translation into English included if a foreign language is used since readers may not be bilingual. [If original and translation are provided, they will be counted as the same page(s) if the English version is clearly marked "translation" in the upper right-hand corner.]

#### 5. APPLICATION PREPARATION AND SUBMISSION

- a. Provide the original and THREE (3) copies of each application. Please reproduce copies on white paper.
- b. Staple the application together; **do not** use binders, folders, sleeves, or cover letters.
- c. If possible, submit multiple applications from one LEA in a single package.

#### 6. APPLICATION SHOULD BE DELIVERED OR MAILED TO:

**Healthy Start and After School Partnerships Office  
California Department of Education  
721 Capitol Mall, Third Floor  
Sacramento, CA 95814**

## **B. COLLABORATIVE PLANNING GRANT NARRATIVE**

Collaborative planning grants are offered to districts that are working in partnership with the local community in the initial stages of developing comprehensive school-integrated supports and services through systems such as Healthy Start. This grant recognizes that collaborative planning for such a system of collaborative services and supports requires a significant investment of time and resources. A collaborative planning grant is appropriate for establishing an inclusive planning process, assessing the needs and strengths of the students and families, deciding on achievable results, analyzing resources and reconfiguring them for increased effectiveness, and developing evaluation indicators. It is important to note that a collaborative planning grant is not merely a first step to an operational grant for Healthy Start. The intent of the collaborative planning grant is to assist the school-community partnership in moving toward the implementation of a system of comprehensive, integrated services and supports to children, youth, and families. Collaborative planning grantees are encouraged to use the full two-year period for a comprehensive planning process.

The intent of Healthy Start is that communities implementing new initiatives connect with existing program strategies and build upon existing local collaboratives (when possible) to provide a unified, integrated system of service for children and families. Applicants should feel free to utilize information from existing collaborative planning or reform processes to complete any specific sections of the application that requests such information. The assumption should be made that readers are completely unfamiliar with your program, community, and acronyms. Please include each of the numbered sections below in your narrative.

### **1. Summary of Initiative**

Briefly summarize the major elements of your collaborative planning initiative. Your summary will provide an overview for the readers.

### **2. Description of Proposed Collaborative Planning Process**

This section should be used to explain how your collaborative will plan for a system of comprehensive, school-integrated supports and services to improve the functioning of families, and achieve educational success for children and youth. It is very important to identify unique issues (e.g., extent and impact of rural isolation, impact of county welfare reforms, linkage with education reform initiatives, etc.) in your community that could provide a context for this presentation. Describe your proposed collaborative planning process. Please answer the following questions.

#### ***a. What is the purpose of your collaborative planning process?***

- Why are you requesting a collaborative planning grant? What do you already know about the needs and strengths of your community? What does your collaborative hope to achieve for students, for families, and for the community through your initiative's planning process? How will your initiative's collaborative planning process contribute to improved academic achievement, positive child/youth development, and family functioning? (Please refer to Help Section IV A for resources.)
- What collaborative planning process will be used? What will the steps be in the collaborative planning process? How will your collaborative planning process address all the elements of the “Healthy Start Strategy for Collective Success” as illustrated and discussed on pages 2-6 of this document?
- How will you ensure cultural and linguistic access and responsiveness in your collaborative planning process?

***b. What do you need to find out about the needs and strengths of your community?***

- Who will be involved in your community assessment process? Why were those representatives selected?
- How do you plan to identify and prioritize the needs of the children and families? (Include your plan to identify needs according to the specific age, gender, and ethnic language groups at your schools.) How do you plan to find out about the causes, consequences, and interrelationships between those needs? From what sources will you get information? How will you ensure the inclusion of a variety of sources?
- How do you plan to assess the strengths/assets (resources, informal supports, and services) for positive child/youth development, and for prevention through intervention available in your school and community? How do you plan to include the perspectives of children, families, teachers and staff, governmental agencies, and community (residents, businesses, religious and service groups, community-based organizations, etc.) in determining what works well and what needs improvement? From what sources will you get information? How will you ensure inclusion of a variety of sources?
- Provide a profile of the student population at the school(s), including number enrolled; data on attendance, mobility, discipline, ethnicity, and immunization status at enrollment; percentage of limited English proficient (LEP) students; and student academic achievement data (include SAT 9 scores). Applicants for middle and high school sites must also provide data on suspensions and expulsions. High school applications must include dropout data by ethnicity. These data must be submitted for each participating school. Please check with your school, district, or county office of education for most of the data items (e.g., Safe Schools Assessment and SAT 9 scores).

***c. How does your initiative's collaborative planning process link with community, county, and school/district child and family initiatives?***

- How will your collaborative planning process be part of child and family initiatives and service or support systems in your community or county? How could the effectiveness of staff's work with children and families be improved through this initiative? (Please refer to Help Section IV B for information on community-based, collaborative supports and services.)
- How will your collaborative planning process be part of child and family initiatives and service or support systems in your school and school district? How could the effectiveness of teachers' and administrators' work with their students be improved through this initiative? (Please refer to Help Section IV B for information on education reform and comprehensive school health system initiatives.)
- Will your collaborative planning process be part of community development initiatives? If so, how? (Please refer to Help Section IV B for information on related initiatives.)

***d. How will collaboration be done?***

- Is the proposed collaborative group for this collaborative planning process existing or new? If it is an existing collaborative group, please describe. If new, explain why you chose to use a new collaborative rather than use an existing one.
- What evidence is there of involvement and leadership in the design, development, implementation, evaluation and improvement of your collaborative planning process by:
  - children, youth, and families
  - teachers, school staff, and site administrators

- colleges, training institutes, and other schools
  - support and service agencies, community-based organizations, businesses, faith communities, cities, and/or counties, etc.
  - district and/or county office of education
- Why are these agencies and representatives included in the process? What role will they play in your collaborative planning process? What is the role and employment status of the coordinator, or coordinating agency, for the collaborative planning process?
  - What evidence can be provided of commitments to your initiative's collaborative planning process? How will the initiative's collaborative planning process be connected with the goals of school reform and of each collaborating agency (or group)? What commitments have the partners made to continue to build school-integrated services and informal supports? What funding and in-kind resources are planned?

Have the local collaborative members sign Form 4a. If there is an existing SB 997 council or if your county has another coordinating council that is required to approve your proposal, provide documentation of application approval on Form 4b.

***e. What are your implementation strategies (or workplan)?***

The workplan needs to identify the work that will be done to achieve the specific results of the collaborative planning process you describe. Please address the questions below. *A detailed workplan is required for at least one year. Please refer to the sample workplan tool on the following page.*

- What are the initiative's major collaborative planning steps and the desired results? *(Please refer to the “Healthy Start Strategies for Collective Success” chart and discussion on pages 2-6 of this document.)*
- Describe the who, what, how, and when of your collaborative planning process (include responsibilities for assigning work, the roles and responsibilities of staff, sharing information between the school district and school(s) and collaborative and community members, decision-making, facilitating communication, resolving disputes, etc.).
- How will your collaborative evaluate the effectiveness of your collaborative planning process and use evaluation data to improve your goals and strategies?

**COLLABORATIVE PLANNING Grant Application**  
**Sample Workplan Tool for Collaborative Planning Process**

<b>Major Planning Steps</b>	<b>Responsible Partners</b>	<b>Activities</b>	<b>Resources and/or Strategies</b>	<b>Timeline</b>	<b>Evidence of Successful Planning</b>



### 3. Collaborative Planning Grant Budget and Narrative

#### a. Grant Budget

Using Forms 5 and 6c, provide a budget supporting the amount of collaborative planning funding being requested. Collaborative planning grant funds are awarded for a maximum of \$50,000 and budgeted for up to a two-year period. Grant awards are dated for the full two-year period to provide maximum flexibility to the grantee.

The following restrictions apply to the use of collaborative planning grant funds:

- Equipment costs may not exceed 10 percent of the total budget.
- Funds may not be used toward the purchase of direct services.
- Funds may not be used toward facilities rental, lease, purchase or renovation.

It is recommended that grant applicants set aside \$2,000 per year for state and regional technical assistance and networking workshops. Healthy Start funding can not be used for out of state travel.

The expenditure categories are:	1000	Certificated Personnel Salaries
	2000	Classified Personnel Salaries
	3000	Employee Benefits
	4000	Books and Supplies
	5000	Services and Other Operating Expenditures (includes consultants contracts, travel and conferences)
	6400	Equipment (Please refer to the California School Accounting Manual Section 801.)
	6500	Equipment Replacement
	6000	Capital Outlay

For a more detailed description of these expenditure classifications, contact your Business Office or refer to the 2000 *California School Accounting Manual*. (Available from the CDE Publication Sales Unit for \$25.00 each plus sales tax, call 800-995-4099.)

Indirect Costs: Indirect costs may not exceed the California Department of Education (CDE) approved rate listing for FY 2002-2003 (to be released in March 2002 by the CDE Financial Accountability and Information Services Office). Every year, using the J-380 Annual Program Cost Data reports, CDE calculates and approves indirect cost rates for each local educational agency. These rates are the official rates to be applied to all federal and state programs that allow indirect cost reimbursement. Contact your LEA Business Office for the correct rate.

To calculate indirect cost amounts, use the following formula: Total of expenditure series categories (1000 through 5000 plus 6400 and 6500) x CDE approved indirect cost rate % for your LEA = indirect costs.

Example: For a LEA state-approved indirect cost rate of 3.05%:

Total Direct Costs (1000 – 5000, 6400, 6500) =	\$48,520
Indirect Costs @ 3.05%	1,480
6000 Capital Outlay	0
Total	\$50,000

Note: An easy way to determine the portion of the grant that will be allocated for direct costs and for indirect costs is to subtract any Capital Outlay costs, then divide by one plus the indirect cost rate:

$(\$50,000 - \$0) \div 1.0305 = \$48,520$ ). This is the direct cost amount. Subtract the direct costs and capital outlay from the total grant to yield the amount for indirect costs:  $\$50,000 - \$48,520 - 0 = \$1,480$ .

***b. Match and In-Kind Support Budget***

Provide the amount and sources of required matching funds and in-kind support (Form 6c). Explain in the budget narrative how the matching funds and in-kind support will be used in the collaborative planning process. All Healthy Start grantees must match the state funds they receive by 25 percent in cash, services, or resources. That is, one dollar of value must be supplied for every four dollars awarded in the grant.

Private funds or in-kind contributions from other agencies demonstrate community support. Significant in-kind support from all partners is important in sustaining Healthy Start sites. Matching funds strictly from education dollars are not expected or encouraged. Non-education entitlement and categorical program funds may be used as matching funds and could be a significant resource (e.g., Short-Doyle Medi-Cal, Maternal and Child Health, Child Welfare Services, Family Preservation and Support, Foster Care and Family Resource Centers).

The following restrictions apply to the match requirements:

- Any full-time district or county office of education administrative staff may not be considered in meeting the matching fund requirements.
- State and/or federal **education** categorical funds may not be used toward meeting the matching fund requirements. Despite these restrictions, state and federal education categorical programs (e.g., Improving America's Schools Act--Titles I, IV, and XI, Head Start, Student Drop-out Prevention Program) should be integrated with your comprehensive collaborative planning process and can be reported as "other" match on Form 6c.

***c. Budget Narrative***

Within the narrative 12-page limitation, justify your proposed collaborative planning budget by category. Please provide a detailed budget narrative by expenditure category as listed in budget Section 3A (SAC Codes) specific information about roles, responsibilities, time base, and salary of the coordinator, staff, and consultants; resource material purchases; contracted services; equipment specifications and justifications; and detailed capital outlay expenses.

***d. Waiver Requests***

If you are requesting a waiver of the matching fund requirement, you must include a letter to the California Department of Education, Deputy Superintendent of Public Instruction, Child, Youth and Family Services Branch, with your application explaining why you were unable to obtain the match. Waiver requests are strongly discouraged because a lack of local matching funds may indicate little support and resources to sustain the initiative beyond the grant period.

***e. Most Common Budget Errors***

The most common budget errors made in prior years are:

- incorrect calculation of indirect costs;
- use of incorrect indirect cost rate for LEA; and
- budget narrative not included in the narrative section of the application.

## COLLABORATIVE PLANNING RUBRIC

**Overall Criterion:** The proposal as a whole describes a collaborative planning process that promises to result in an effective plan, based on student and family strengths and needs, for delivering innovative, comprehensive, integrated school-linked services.

Score "4" for the proposal which:	Score "3" for the proposal which:	Score "2" for the proposal which:	Score "1" for the proposal which:
<b>LOGICAL, CONVINCING PLAN</b> <ul style="list-style-type: none"> <li>thoroughly addresses all elements</li> <li>plans for appropriate evidence from a variety of sources</li> <li>all sections are logically connected and mutually supportive</li> </ul>	<b>LOGICAL, CONVINCING PLAN</b> <ul style="list-style-type: none"> <li>addresses nearly all elements clearly &amp; thoroughly</li> <li>plans for appropriate evidence from a limited range of sources</li> <li>most sections are connected and mutually supportive</li> </ul>	<b>LOGICAL, CONVINCING PLAN</b> <ul style="list-style-type: none"> <li>addresses few of the requested elements thoroughly</li> <li>limited evidence to support plan; few sources used</li> <li>sections are incomplete or have limited explanations</li> </ul>	<b>LOGICAL, CONVINCING PLAN</b> <ul style="list-style-type: none"> <li>inadequately addresses requested elements</li> <li>does not include evidence from a variety of sources</li> <li>sections are not connected and mutually supportive</li> </ul>
<b>SOUND, INCLUSIVE PLANNING PROCESS</b> <ul style="list-style-type: none"> <li>sound planning process as part of systems improvement &amp; integration</li> <li>builds on in-depth understanding of strengths and needs</li> <li>appreciates complexity of the assessment and planning process</li> <li>active involvement &amp; decision-making by children &amp; families in all elements</li> </ul>	<b>SOUND, INCLUSIVE PLANNING PROCESS</b> <ul style="list-style-type: none"> <li>sound planning process for most elements of systems improvement &amp; integration</li> <li>builds on preliminary understanding of strengths and needs</li> <li>shows sound understanding of assessment and planning process</li> <li>active involvement &amp; decision-making by children &amp; families in most elements</li> </ul>	<b>SOUND, INCLUSIVE PLANNING PROCESS</b> <ul style="list-style-type: none"> <li>planning process technically adequate but lacks integration and comprehensiveness</li> <li>reflects limited understanding of strengths and/or needs</li> <li>assessment and planning process not well explained or connected to desired results</li> <li>involvement &amp; decision-making by children &amp; families appear limited</li> </ul>	<b>SOUND, INCLUSIVE PLANNING PROCESS</b> <ul style="list-style-type: none"> <li>planning process is not well explained; not linked with systems improvement &amp; integration</li> <li>does not build on identified strengths and/or needs</li> <li>inadequately explains assessment and planning process</li> <li>lack of involvement &amp; decision-making by children &amp; families</li> </ul>
<b>BUILDS COLLABORATION</b> <ul style="list-style-type: none"> <li>clear steps for building a collaborative planning process</li> <li>thorough plan for dealing with complexity of task</li> <li>participant and provider, teachers, school staff, and site administrators buy-in is pervasive</li> <li>culturally appropriate and accessible in all elements</li> </ul>	<b>BUILDS COLLABORATION</b> <ul style="list-style-type: none"> <li>general steps for building a collaborative planning process presented</li> <li>plans for dealing with complexity of task</li> <li>participant and provider, teachers, school staff, and site administrators buy-in is evident</li> <li>cultural appropriateness and accessibility presented for most elements</li> </ul>	<b>BUILDS COLLABORATION</b> <ul style="list-style-type: none"> <li>steps for building a collaborative planning process and delivery system not well explained</li> <li>inadequately plans for complexity of task</li> <li>participant and provider, teachers, school staff, and site administrators buy-in is limited</li> <li>cultural appropriateness and accessibility need further examination</li> </ul>	<b>BUILDS COLLABORATION</b> <ul style="list-style-type: none"> <li>steps for building a collaborative planning process and delivery system not included</li> <li>underestimates complexity of task</li> <li>participant and provider, teachers, school staff, and site administrators buy-in is not evident</li> <li>cultural appropriateness and accessibility not apparent</li> </ul>
<b>SYSTEMS IMPROVEMENT &amp; INTEGRATION</b> <ul style="list-style-type: none"> <li>comprehensive plan for all elements of "Healthy Start Strategy for Collective Success"</li> <li>plans to work for effective, sustainable results for children/families, especially academic achievement results</li> <li>plans to explore and build agreement for continuum of community supports and services</li> <li>integrates with community and school reforms</li> </ul>	<b>SYSTEMS IMPROVEMENT &amp; INTEGRATION</b> <ul style="list-style-type: none"> <li>plans for all elements of "Healthy Start Strategy for Collective Success"</li> <li>preliminary plan to work for effective, sustainable results for children/families including academic achievement results</li> <li>preliminary plan to explore and build agreement for continuum of community supports and services</li> <li>begins to integrate with community and school reforms</li> </ul>	<b>SYSTEMS IMPROVEMENT &amp; INTEGRATION</b> <ul style="list-style-type: none"> <li>minimum plan for elements of "Healthy Start Strategy for Collective Success"</li> <li>plan not convincingly linked to effective, sustainable results for children &amp; families including academic achievement results</li> <li>plan undervalues or assumes community supports and services</li> <li>needs further integration with community and school reforms</li> </ul>	<b>SYSTEMS IMPROVEMENT &amp; INTEGRATION</b> <ul style="list-style-type: none"> <li>fails to plan for "Healthy Start Strategy for Collective Success"</li> <li>inadequate plan to work for effective, sustainable results for children &amp; families including academic achievement results</li> <li>plan inadequately explores community supports and services</li> <li>lack of integration with community and school reforms</li> </ul>

## C. OPERATIONAL GRANT NARRATIVE

Healthy Start operational grants are offered in recognition that developing, implementing, and sustaining a system of collaborative school-integrated services and informal supports require a significant investment of time and resources. Applicants should consider applying for an operational grant if the school community is ready to begin implementation of a more effective system of school-linked services and informal supports. A Healthy Start operational grant is appropriate when the needs of the students and families have been assessed, an inclusive collaborative process for administration and governance has been established, achievable results (with active decision-making by families and children) have been decided upon, resources have been analyzed and reconfigured for increased effectiveness, and evaluation processes have been developed.

It is our intent that communities implementing new Healthy Start initiatives connect with existing program strategies and build upon existing local collaboratives to provide a unified, integrated system of service for children and families. If any of the application sections or requested information can be provided using specific, pertinent sections from an existing planning or reform process, applicants should feel free to use this information. Assume the readers are completely unfamiliar with your program, community, and acronyms. Include the numbered sections below in your narrative.

### 1. Site Profile

Briefly summarize the major elements of your Healthy Start initiative using the Site Profile Form 7 (counts in 25-page narrative limitation). Your summary will provide an overview for the readers and will be included in the Healthy Start Directory for funded initiatives.

### 2. Description of Proposed Healthy Start Initiative

We have provided a more detailed version of the “Healthy Start Strategy for Collective Success” chart to assist you with describing your initiative. Please refer to this chart and to the discussion on pages 2-6 of this document.

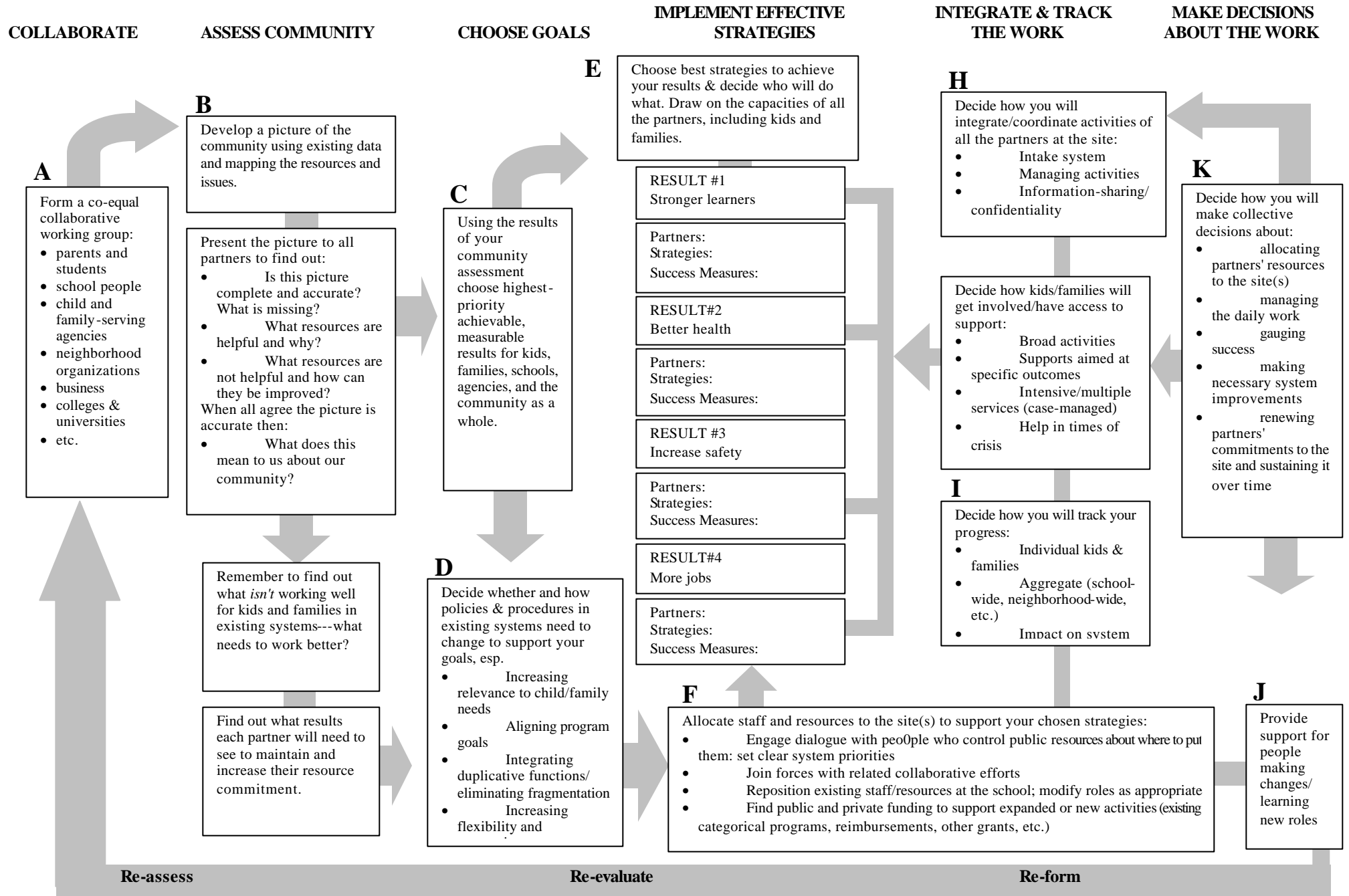
In this section, explain how your group will implement an effective system of comprehensive, school-integrated supports and services. Explain how this system will improve the functioning of children and youth, families, schools, agencies and communities, and support educational success for all children and youth. It is very important to identify unique issues (e.g., extent and impact of rural isolation, impact of county welfare reforms, linkage with education reform initiatives, etc.) in your community that could provide a context for this presentation. Describe your initiative over a period not to exceed five years.

Please answer the following questions.

#### ***a. How will collaborative decisions be made?***

- Is the proposed collaborative group for this Healthy Start initiative an existing or new group? If it is an existing collaborative, please describe. If new, explain why you chose to develop a new collaborative rather than build on an existing one. What evidence is there of involvement and leadership in planning, designing, implementing, training, administering, governing, evaluating, and improving your initiative by:
  - children, youth, and families
  - teachers, school staff, and site administrators
  - colleges, training institutes, and other schools
  - support and service agencies, community-based organizations, businesses, faith communities, cities, and/or counties, etc.
  - district and/or county office of education

# Healthy Start Strategy for Collective Success



- Why are these agencies and representatives included in the process? What role do (or linguistic access will) they play in your Healthy Start initiative? How will you ensure cultural and linguistic responsiveness?

Have local collaborative members sign Form 4a. If there is an existing SB 997 council or if your county has another coordinating council that is required to approve your proposal, provide the required documentation of application approval on Form 4b.

- How will your collaborative:
  - share or assign the convener role
  - assign responsibility for tasks, provide information, make decisions, track budget and resource commitments, facilitate communication, identify and provide staff development, integrate evaluation systems
  - ensure participation and support of all involved staff
  - sustain efforts, including LEA Medi-Cal reinvestment authority
- b. How have you assessed the needs and strengths of your community?***
  - Who was involved in planning and implementing your community assessment process and analyzing the results? Why were those representatives selected?
  - What are the needs of the children and families in your school(s)? (Please identify the needs according to the specific age, gender, and ethnic/language groups at your school.) What are the causes, consequences, and relationships between those needs? What sources were used for this information, and how do those sources reinforce the conclusions?
  - What are the strengths/assets of the children, youth, and their families that your initiative will build upon? What are the relevant resources, informal supports, and services for positive child/youth development and for prevention through intervention available in your schools and community? How did you include the perspectives of children, families, teachers and staff, governmental agencies, and community (residents, businesses, religious and service groups, community-based organizations, etc.) in determining what works well and what needs improvement? What sources did you use to get the information, and how do those sources reinforce the conclusions?
  - Provide a profile of the student population at the schools, including number enrolled; data on attendance, mobility, discipline, ethnicity, immunization status at enrollment; percentage of English Learner (EL) students; and student academic achievement data (include SAT 9 scores). Applicants for middle and high school sites must also provide data on suspensions and expulsions. High school applications must include dropout data by ethnicity. These data must be submitted for each participating school. Please check with your school, district, or county office of education for most of the data items (e.g., Safe Schools Assessment and SAT 9 scores).
- c. What results does your initiative expect for children, youth, and families?***
  - What results for children, for youth, for families, and for your community do you plan to achieve? How does your choice of these results flow from the assessed needs and strengths of the children, youth, families, and community? How will academic achievement be improved? How will your initiative contribute to positive youth development? (Please refer to Help Section IV A for resources.)

- How were priorities developed and agreed to by children, youth, and their families? Who else was involved in the process? Which priorities can you address in the next five years and why?

***d. What are your implementation strategies that will lead to your results?***

- How will you develop the resources, informal supports, and services in your school and community (governmental agencies, community-based organizations, peer support, service and religious groups, residents, businesses, etc.) for better results in areas most important to children, youth, and families? What, if any, evidence do you have regarding the effectiveness of current and proposed supports and services? How does your critical review of existing services lead to the reconfigured system you propose? (Please refer to Help Section IV B for information on related education reforms, comprehensive school health initiatives, and community-based supports and services.)
- What is your plan for your integrated service delivery system? How is Healthy Start integrated with your school, district, city, and county systems and their reform initiatives (please refer to Help Section IV B)? How will the collaborative partners change the way they provide supports and services, or take on new roles? What policy and procedure changes would expedite these improvements? How does your initiative address limited resources at the school, district, community, city and county level?

Potential supports and services may include, but are not limited to: health care, mental health services, substance abuse prevention and treatment programs, family support and parenting education, academic support, health education and physical education, school/community safety and violence prevention programs, basic family needs, youth development services, recreational programs, counseling, employment preparation services, case management services, food and nutrition services, provision of on-site local social service workers, and other services.

- What evidence can be provided of commitments to your initiative? Provide Memoranda of Understanding (MOUs) and letters of support that specify commitments and substantiate the narrative description of your initiative. (MOUs should be consistent with the strategies and resource commitments described in the application narrative and budget. Please review page 17 MOU instructions.)
- What specific commitments have the collaborative partners made to a process that plans for sustaining effective strategies and processes beyond the five years of grant funding? What funding, staffing, and in-kind resources are available? How will the Healthy Start collaborative, the policies, and the reinvestment procedures for the LEA Medi-Cal Billing Option be established to assist with sustaining this Healthy Start initiative during and after grant funding? (Please refer to “The Guidelines for Sustaining a Healthy Start Site” pg. 10.)

Many services that LEAs currently provide to students, as well as additional services that applicants may begin providing under Healthy Start, may be reimbursable under Medi-Cal. Funds received by the LEA through the LEA Medi-Cal Billing Option must be reinvested in Healthy Start services to children and families to continue and strengthen existing Healthy Start services or to expand services to additional schools if the existing Healthy Start sites are fully sustained. Decisions on reinvestment priorities must be made by the local Healthy Start collaborative or a similar group (when there is no Healthy Start collaborative). Please see Form 3.

***e. How will your initiative integrate and track services and supports for children and families with the schools' education system?***

- Describe the site or space to be used as the locus of activity for the initiative, including its location and layout. What services, informal supports, and resources will be available at the site? How will it be structured to serve as a "gateway" to services? How does your selection of an on-site or off-site location support your initiative? To what extent will the site serve as a community center?
- How will children, youth and families become involved with Healthy Start, as contributors when appropriate, as well as recipients of service? How will their access to service and support systems be ensured?
- How will the collaborative ensure that each targeted child, youth and family is served through an individualized, goal-oriented, cross-system intake and case management system, and that progress is followed? How will students and families with highest need be identified and assessed for case management services and how is this process integrated with existing school level systems (e.g., Student Study Teams (SST), Student Attendance Review Boards (SARB), etc.)? How will children, youth, and families receive services and informal supports or be referred to other agencies? How will the services provided by partner agencies be integrated with school programs? How will information and feedback flow between those involved? How does this case management system connect with the prioritized results for the initiative?
- What qualifications and qualities will be priorities for the site coordinator? What are (will be) the site coordinator's roles and responsibilities in relation to the roles and responsibilities of the collaborative? If a full-time coordinator is not planned, what is the rationale? What is the plan for daily operational management and supervision? What supports will be necessary for effective site management? How will you establish reporting and accountability? What are the qualifications and commitments of program staff (if known), and how will the proposed staffing pattern assure culturally and linguistically appropriate services? What will be the principal's (or vice principal's) role in relation to providing leadership and integration into the school community and systems? If possible, provide an organizational chart for the site.
- What evidence supports the school(s)' readiness to implement Healthy Start? What is the overall plan for Healthy Start planning and operational activities within the school district and/or county? How were your proposed sites selected, what is the rationale for the configuration of school(s), and what is the relationship among the activities that will take place at each school? What role will the school district and county office of education play in ensuring coordination with the county and other service providers, integrating Healthy Start with education reform efforts, and avoiding duplication of efforts among sites?

***f. How will you evaluate your local initiative and use that information to make decisions about your work for children and families?***

- How will your local evaluation system track, analyze, and report results for children and families? How do you plan to collect and analyze disaggregated data (e.g., changes in academic performance for case-managed students by ethnicity, gender, etc.)? How does your cross-system case management process collect data on the work of providers of services and supports? How will the effectiveness of your cross-system case management process be evaluated and reported?
- What indicators will you use to measure your initiative's progress, and how do these indicators relate to your community assessment and prioritized results? What data source is



available for each indicator? Explain the connection between your selected short-term indicators (which may be measures of services provided) and longer-range results (which must be measurable changes in the competence or condition of children and their families).

- How do you plan to collect and analyze aggregate data (e.g., school-wide, district-wide, neighborhood-wide)? Also, explain how your local evaluation system has been designed to assist with sustaining your local initiative by:
  - a. highlighting the initiative's role in improvements for children and families.
  - b. improving the delivery of informal supports and services.
  - c. documenting program costs and savings.
  - d. revealing what works.
  - e. reinforcing commitment of children, youth, families, community members, and all collaborative partners to sustain your Healthy Start initiative.
  - f. disseminating the results to interested parties.
- Who will be part of your evaluation team? What role(s) will the team members have? What is your plan to continuously improve your initiative through the analysis and use of evaluation findings? How is the initiative's evaluation process connected with the goals of each collaborating agency or group? What evidence will be offered to members of the collaborative regarding the value of the initiative to their agency's or group's mission and results?

#### **Connection to Statewide Evaluation System**

- How do you plan to integrate your local evaluation plan and selected indicators with the statewide Healthy Start evaluation plan? (Please refer to the Healthy Start Evaluation Guidebook available on the CDE's Web site at [www.cde.ca.gov/healthystart](http://www.cde.ca.gov/healthystart).) Which clusters does your collaborative propose to track and evaluate in addition to education indicators? How do these reflect your prioritized local result areas?

*It is important to plan for evaluation activities as you develop your application so your evaluation system will be operational when you begin serving your community. The Healthy Start Evaluation Guidebook includes the statewide evaluation requirements, including data collection, record keeping and reporting.*

*To fulfill statewide evaluation requirements, funded sites must report on education results for their students, and must also report on at least one additional result cluster that the collaborative selects. The clusters include health, basic needs, teen parents, child welfare, family functioning, youth crime, youth development, and adult education. Information will be reported to CDE in a Preliminary Evaluation Plan and in three-to-five required annual evaluation reports. (Please refer to the Healthy Start Evaluation Guidebook available on the CDE's Web site at [www.cde.ca.gov/healthystart](http://www.cde.ca.gov/healthystart).)*

Note: Please sign and submit Form 3, indicating agreement to provide required data elements for the statewide evaluation.

#### ***g. Use the workplan to identify the work that will be done to achieve the specific results you describe.***

A detailed workplan is required for each year of your proposal. (Please refer to the sample workplan tool and example on the following pages.) Describe which activities are planned for each year to explain the sequence of activities over time. The same partners, activities, or

services may contribute to several results, especially for broad-based prevention and youth development activities.

The workplan needs to present how you will:

- Identify the desired results for children and families and connect these "result areas" with the prioritized areas of concern from your community assessment.
- Identify the responsible partner and describe the strategies and resources they will use to achieve your initiative's desired results (include timelines).
- Show how you will provide a continuum of support from broad-based prevention or capacity-building to intensive intervention and support for a smaller number of individuals and families. Describe at least four support services to be provided at, or near, the school site(s).
- Evaluate effectiveness by identifying your success indicators and linking them with your initiative's desired results, using both internal and external data and information sources.

### 3. Operational Grant Budget and Narrative

#### a. *Grant Budget*

Use Forms 6a and 6b to provide separate budgets for start-up funding, if any, and annual operational budgets.

##### Operational Annual Grant Funds

Operational annual grant funds are awarded to a maximum of \$300,000 budgeted over a period not to exceed five years. The following restrictions apply to the use of operational annual grant funds:

- A maximum of 50 percent of operational annual grant funding may be used to purchase direct services (such as health care, drug treatment, dental services).
- Funds used towards Healthy Start facilities rental, lease, or purchase may not exceed 15 percent of total operating budgets. Note: Funds may not be used toward facility renovation.
- Equipment costs may not exceed 10 percent of total operating budgets.
- It is recommended that grant applicants set aside \$2,000 per year for state and regional technical assistance and networking workshops. Healthy Start funding can not be used for out of state travel.
- Operational applicants should budget and provide an appropriate budget justification for local and statewide evaluation needs over the local initiative's grant period. Start-Up Grant Funds: Start-up grant funds to a maximum of \$100,000 may be included in an operational grant. The following restrictions apply to the use of Start-Up funds:
  - No more than \$50,000 may be used toward Healthy Start facilities renovation (such as modification to a facility or preparation necessary for a newly acquired facility). Note: Funds may not be used toward the acquisition of a facility (i.e., rental, lease or purchase).
  - There is no cap on equipment costs.

The expenditure categories are:	1000	Certificated Personnel Salaries
	2000	Classified Personnel Salaries
	3000	Employee Benefits
	4000	Books and Supplies
	5000	Services and Other Operating Expenditures

	(includes consultant contracts, travel and conferences)
6400	Equipment (Please refer to the California School Accounting Manual Section 801.)
6500	Equipment replacement
6000	Capital Outlay

For a description of these expenditure classifications, contact your Business Office or refer to the *California School Accounting Manual* available from the CDE Publication Sales Unit for \$25.00 each plus sales tax at 800-995-4099.

**Indirect Costs:** Indirect costs may not exceed the CDE approved rate listing for FY 2002-2003 (to be released in March 2002 by the CDE Financial Accountability and Information Services Office). Every year, using the J-380 Annual Program Cost Data reports, CDE calculates and approves indirect cost rates for each local educational agency. These rates are the official rates to be applied to all federal and state programs that allow indirect cost reimbursement. Contact your LEA Business Office for the correct rate.

To calculate indirect cost amounts, use the following formula (see budget forms): Total of expenditure series categories (1000 through 5000, plus 6400 and 6500) x CDE approved indirect cost rate % for your LEA = indirect costs.

Example: For a LEA state-approved indirect cost rate of 3.20%:

Total Direct Costs (1000 – 5000, 6400, 6500) =	\$348,837
Indirect Costs @ 3.20%	11,163
6000 Capital Outlay	40,000
Total	\$400,000

Note: An easy way to determine the portion of the grant that will be allocated for direct costs and for indirect costs is to subtract any Capital Outlay costs, then divide by one plus the indirect cost rate:  $(\$400,000 - \$40,000) \div 1.0320 = \$348,837$ . This is the direct cost amount. Subtract the direct costs and capital outlay from the total grant to yield the amount for indirect costs:  $\$400,000 - \$348,837 - \$40,000 = \$11,163$ .

#### ***b. Match and In-Kind Support Budget***

Provide the amount and sources of required matching funds and in-kind support (Form 6c). All Healthy Start grantees must match the state funds they receive by 25 percent in cash, services, or resources. That is, one dollar of value must be supplied for every four dollars awarded in the grant. Matching funds strictly from education dollars are not expected or encouraged. Non-education entitlement and categorical program funds may be used as matching funds and could be a significant resource (e.g., Short-Doyle Medi-Cal, Maternal and Child Health, Child Welfare Services, Family Preservation, Foster Care and Family Resource Centers).

The following restrictions apply to the matching fund requirements:

- Any full-time district or county office of education administrative staff may not be considered in meeting the match requirements.
- State and federal **education** categorical funds may not be used toward meeting the matching funds requirements. Despite these restrictions, state and federal education categorical programs (e.g., Improving America's Schools Act--Titles I, IV, and XI, Head Start, Student Drop-out Prevention Program) should be integrated with your comprehensive collaborative planning process and can be reported as "other" match on Form 6c.

### ***c. Budget Narrative***

Within the narrative 25-page limitation, provide a justification for your proposed budget by category. In your narrative please provide a detailed budget by expenditure category as listed in budget Section 3A (SAC Codes) specific information about roles, responsibilities, time base, and salary of the coordinator, staff, and consultants; resource material purchases; contracted services; equipment specifications and justifications; and detailed capital outlay expenses.

Explain how your budget reflects changes in local services and assignments, and show the integration of education categorical funding at each school. If your 25 percent match is in-kind, explain how it will be used in your Healthy Start program. If you are using any of your operational funds for Healthy Start facilities (rental, lease, or purchase) or start-up funds for facilities renovation, justify your need.

To the extent possible, demonstrate increased use of local funds to support and sustain your Healthy Start initiative over the five-year operational phase. Private funds or in-kind contributions from other agencies demonstrate community support. Significant in-kind support from all partners is important to sustaining Healthy Start sites. Local support that cannot fulfill the required match may still be reported as “other” match on Form 6c.

State and federal education categorical programs (e.g., Improving America's Schools Act – Titles I, IV and XI, Head Start, Student Drop-out Prevention Program, Teen Pregnancy Prevention Program, etc.) should be integrated with your comprehensive service delivery system.

### ***d. Agreements***

You must verify on Form 3 (Superintendent's signature) that Healthy Start funds will be used to supplement, not supplant, existing funds.

The collaborative must agree to sustain funded Healthy Start operational site(s) before receiving additional Healthy Start collaborative planning or operational grants (see Form 3).

### ***e. Waiver Requests***

If you are requesting a waiver of the match requirement, you must include a letter to the California Department of Education to the attention of the Deputy Superintendent of the Child, Youth and Family Services Branch, with your application explaining why you were unable to obtain the match. Waiver requests are strongly discouraged because a lack of local matching funds may indicate little support and resources to sustain the initiative beyond the grant period.

### ***f. Most Common Budget Errors***

***The most common budget errors made in prior years are:***

- incorrect calculation of indirect costs;
- use of incorrect indirect cost rate for LEA; and
- budget narrative not included in the narrative section of the application.

## OPERATIONAL GRANT APPLICATION

### Sample Workplan Tool for Operational Grant Application Process

Result #

Needs	Partners			Success Measures		
(from Community Assessment)	e.g., Community, Parents/Care-givers, Children/Youth/Peers, School (Classroom & Comprehensive School Health Systems), Group Support, Individual/Family Service Agencies, Businesses, Other.			Interim Year 1	Interim Year 2	Year 3
	<u>Partner:</u>  <u>Resources:</u>          <u>Strategies:</u>	<u>Partner:</u>  <u>Resources:</u>          <u>Strategies:</u>	<u>Partner:</u>  <u>Resources:</u>          <u>Strategies:</u>			

## OPERATIONAL GRANT APPLICATION

### Sample Workplan Tool for Operational Grant Application Process

#### Result # 1 Improved Community Safety

*(Example)*

Needs	Partners			Success Measures		
(from Community Assessment)	e.g., Community, Parents/Care-givers, Children/Youth/Peers, School (Classroom & Comprehensive School Health Systems), Group Support, Individual/Family Service Agencies, Businesses, Other.			Interim Year 1	Interim Year 2	Year 3
<b>Few Recreational Opportunities</b>  <b>High Poverty</b>  <b>Drug Involvement</b>  <b>Few Employment Opportunities for Youth</b>  <b>Decreased Sense of Belonging to:</b> - Family - School - Community	<b><u>Partner:</u></b> Community  <b><u>Resources:</u></b> Neighborhood members YMCA Churches -- other community groups Community College Career Center  <b><u>Strategies:</u></b> Zero Tolerance Climate Neighborhood Watch After School Sports Program Community Clean-Up Days Career Counseling and Screening	<b><u>Partner:</u></b> School  <b><u>Resources:</u></b> Cooperative & Service Learning K-12 Student Assistance Team School/Community Violence Prevention Grant IASA Schoolwide Project and IASA Local Improvement Plan  <b><u>Strategies:</u></b> Build bonding to peers, school and community Teach referral skills After School Arts Program Peer Conflict Resolution Teams Student, Family, and Community Volunteer Service Teams Academic Achievements and Support for all Students	<b><u>Partner:</u></b> Individual/ Family Service Agencies  <b><u>Resources:</u></b> Community Counseling Center County Human Assistance Probation Department Employment Development Department  <b><u>Strategies:</u></b> Drug Counseling and Intervention Financial Support to Families On-site Probation Office Employment Development Counselor one day/week	5% less on-campus violence  10% less spent on graffiti clean-up  5% increase in attendance	→  →  →  5% less pupil gang involvement  →	→  →  →  10% increase in graduation rates  10% increase in employment or college attendance after graduation

## HEALTHY START OPERATIONAL RUBRIC

**Overall Criterion:** In every aspect, the proposal is grounded in a detailed and compassionate understanding of children's and families' strengths and needs and defines bold, collaborative action steps to produce significant improvements in education, health and social outcomes.

Score "4" for the proposal which:	Score "3" for the proposal which:	Score "2" for the proposal which:	Score "1" for the proposal which:
<b>LOGICAL, CONVINCING PLAN</b> <ul style="list-style-type: none"> <li>thoroughly addresses all elements</li> <li>includes appropriate evidence from a variety of sources</li> <li>thorough data for subgroups</li> <li>all application parts are connected and mutually supportive</li> </ul>	<b>LOGICAL, CONVINCING PLAN</b> <ul style="list-style-type: none"> <li>addresses most elements</li> <li>includes appropriate evidence from a limited range of sources</li> <li>good data for most subgroups</li> <li>most application parts are connected and mutually supportive</li> </ul>	<b>LOGICAL, CONVINCING PLAN</b> <ul style="list-style-type: none"> <li>addresses few elements thoroughly</li> <li>limited evidence to support plan; few sources used</li> <li>limited data for subgroups</li> <li>some sections are connected &amp; mutually supportive</li> </ul>	<b>LOGICAL, CONVINCING PLAN</b> <ul style="list-style-type: none"> <li>inadequately addresses elements</li> <li>does not include evidence from a variety of sources</li> <li>lacks data for subgroups</li> <li>sections are not connected and mutually supportive</li> </ul>
<b>RESULTS FOR CHILDREN AND FAMILIES</b> <ul style="list-style-type: none"> <li>designed for improvement of academic achievement</li> <li>prioritizes meaningful, sustainable results; stresses prevention and positive child/youth development</li> <li>connects the desired results to needs identified and prioritized by stakeholders and links results with relevant indicators and strategies</li> <li>clearly shows how results will be achieved, evaluated, and communicated</li> <li>active involvement and decision-making by children &amp; families</li> </ul>	<b>RESULTS FOR CHILDREN AND FAMILIES</b> <ul style="list-style-type: none"> <li>connected to improvement of academic achievement</li> <li>identifies meaningful, sustainable results; includes prevention and positive child/youth development</li> <li>connects the desired results to needs identified by stakeholders and links results with generally relevant indicators and strategies</li> <li>shows how most results will be achieved, evaluated, and communicated</li> <li>active involvement and decision-making by children &amp; families in many elements</li> </ul>	<b>RESULTS FOR CHILDREN AND FAMILIES</b> <ul style="list-style-type: none"> <li>weakly connected to improvement of academic achievement</li> <li>weak identification of meaningful, sustainable results; limited attention to prevention and positive child/youth development</li> <li>weak connection of desired results to needs, indicators and strategies</li> <li>description of how results will be achieved, evaluated and communicated is unclear or incomplete</li> <li>traditional involvement and decision-making by children &amp; families</li> </ul>	<b>RESULTS FOR CHILDREN &amp; FAMILIES</b> <ul style="list-style-type: none"> <li>not clearly designed for improvement of academic achievement</li> <li>fails to identify meaningful, sustainable results or prevention and positive child/youth development strategies</li> <li>inadequately connects results to needs, indicators and strategies</li> <li>does not show how results will be achieved, evaluated and communicated</li> <li>minimal involvement and decision-making by children &amp; families</li> </ul>
<b>SYSTEMS IMPROVEMENT &amp; INTEGRATION</b> <ul style="list-style-type: none"> <li>analyzes, improves, and reconfigures resources</li> <li>provides an array of effective supports and services for positive child/youth development and for prevention to intervention.</li> <li>describes effective case management system</li> <li>culturally appropriate and accessible in all elements</li> <li>integrated with school/community, city, &amp; county initiatives and systems</li> </ul>	<b>SYSTEMS IMPROVEMENT &amp; INTEGRATION</b> <ul style="list-style-type: none"> <li>begins to analyze, improve, and reconfigure resources</li> <li>provides an array of supports and services for positive child/youth development and for prevention to intervention (effectiveness not documented).</li> <li>describes plan for case management system</li> <li>culturally appropriate and accessible in most elements</li> <li>begins to integrate with school, community, city, &amp; county initiatives and systems</li> </ul>	<b>SYSTEMS IMPROVEMENT &amp; INTEGRATION</b> <ul style="list-style-type: none"> <li>no clear willingness to analyze, improve, and/or reconfigure resources</li> <li>provides minimal supports and services for positive child/youth development and for prevention to intervention; voluntary &amp; self-help undervalued.</li> <li>limited case management system</li> <li>cultural appropriateness and accessibility need further examination</li> <li>identifies, but fails to integrate with school, city, county &amp; community initiatives and systems</li> </ul>	<b>SYSTEMS IMPROVEMENT &amp; INTEGRATION</b> <ul style="list-style-type: none"> <li>fails to analyze, plan to improve, and/or reconfigure resources</li> <li>provides inadequate supports and service for positive child/youth development and for prevention to intervention.</li> <li>fails to describe case management</li> <li>inadequate description of cultural appropriateness and accessibility</li> <li>not well integrated with school, community, city, &amp; county initiatives and systems</li> </ul>
<b>COLLABORATIVE ADMINISTRATION &amp; GOVERNANCE</b> <ul style="list-style-type: none"> <li>administration &amp; governance structure demonstrate a high level of collaboration including shared vision, objectives and funding</li> <li>families occupy significant leadership roles</li> <li>demonstrates strong commitment to coordinator's role in facilitating overall initiative and at each site</li> <li>credible plans for evaluating and sustaining efforts</li> <li>budget and initiative design are well connected and highly cost-effective</li> </ul>	<b>COLLABORATIVE ADMINISTRATION &amp; GOVERNANCE</b> <ul style="list-style-type: none"> <li>administration &amp; governance structure demonstrate a sound basis for collaboration</li> <li>families will occupy leadership roles</li> <li>demonstrates commitment to coordinator's role in facilitating overall initiative and at each site</li> <li>preliminary plans for evaluating and sustaining efforts</li> <li>budget and initiative design are connected and cost-effective</li> </ul>	<b>COLLABORATIVE ADMINISTRATION &amp; GOVERNANCE</b> <ul style="list-style-type: none"> <li>administration &amp; governance structure demonstrate limited collaboration</li> <li>families have traditional roles</li> <li>demonstrates minimal commitment to coordinator's role in facilitating overall initiative and at each site</li> <li>superficial plans for evaluating and sustaining efforts</li> <li>budget and initiative design are minimally connected and cost-effective</li> </ul>	<b>COLLABORATIVE ADMINISTRATION &amp; GOVERNANCE</b> <ul style="list-style-type: none"> <li>administration &amp; governance structure fail to demonstrate collaboration</li> <li>families do not have significant leadership roles</li> <li>fails to provide commitment to coordinator's role in facilitating overall initiative and at each site</li> <li>inadequately plans for evaluating and sustaining efforts</li> <li>budget and initiative design are not connected or cost-effective</li> </ul>

## **D. FORMS AND REQUIREMENTS**



11			
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YR      N/S      O/P      Appl. #

## Healthy Start Support Services Application for Funding

**Due: March 1, 2002**

**Submit original and 3 copies to:**

Healthy Start and After School  
Partnerships Office  
California Department of Education  
721 Capitol Mall, Third Floor  
Sacramento, CA 95814

**For CDE Use Only:**

### Part I: Application Information

Name of Applicant LEA

County

County/District Code\*

--	--	--	--	--	--

Check the box that applies:

- ☐ Collaborative Planning (1-2 years)  
☐ Operational (a period not to exceed 5 years)

Total Grant Amount Requested:

\$

**LEA information:** Complete for LEA submitting application for funding.

Superintendent:		Grant Contact Person:	
Address:		Address:	
City:	Zip Code:	City:	Zip Code:
Phone:	FAX:	Phone:	FAX:
E-mail :		E-mail:	

### Part II: Signature (Signature must be original.)

The superintendent of the LEA (county or district) submitting the application signs on behalf of all superintendents and principals included in the application.

\_\_\_\_\_

Superintendent's Name

Superintendent's Signature

### Part III: School Eligibility

**Schools:** Please list the names and CDS codes of all the schools included in the application. The Healthy Start legislation requires that grants shall be awarded to LEAs on behalf of one or more qualifying schools within the LEA(s) (E.C. section 8802 (h)). Please demonstrate that the schools for which Healthy Start grant monies will benefit qualify by indicating the values of either Option 1 or Option 2 below. See page 11, of the Healthy Start RFA for the definition of qualifying school. (Note: The first school listed will be used by CDE for the purpose of application identification.) Schools that have already had a planning or operational grant may not apply for additional funding.

(Attach an extra page if necessary.)

				Option 1		Option 2	Indicate with an "X" if IASA Schoolwide Project School, CSRD, or II/USP
School Code**	School Name	Enrollment	Grade Span	A % of enrolled students receiving TANF	B % of enrolled students that are ELL	% students eligible to receive free or reduced-price meals	
				%	%	%	
				%	%	%	
				%	%	%	
				%	%	%	

\* CDE County (2 digits)-District (5 digits) coding system as published in the California Public School Directory. (Example: 01 61119 Alameda Unified)

\*\* CDE School (7 digits) coding system as published in the California Public School Directory. (Example: 6110779 Bay Farm Elementary)

\*\*\*IASA (Improving America's Schools Act) Schoolwide Project School, CSRD (Comprehensive School Reform Demonstration) Program, II/USP (Immediate Intervention/Underperforming Schools Program)

#### Special Factors (if applicable):

Healthy Start (E.C. section 8802(h)(2)) allows schools to participate if they do not meet the qualifying criteria, but do demonstrate other factors that warrant consideration. Only up to 10 percent of the schools funded statewide may participate under the "special factors" criteria (refer to page 12). If this application for funding includes a school or schools in this category, the entire application is considered special factors. Please list the school(s) above and describe briefly below the special circumstances to be considered, and all relevant documentation (attach an additional page if necessary).

Special Factors Statement (if applicable).

**DRUG FREE WORKPLACE CERTIFICATION**

Std. 21 (10-98)

<b>Company/Organization Name</b>
----------------------------------

The contractor or grant recipient named above hereby certifies compliance with Government Code Section 8355 in matters relating to providing a drug-free workplace. The above named contractor or grant recipient will:

1. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations, as required by Government Code Section 8355(a).
2. Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b), to inform employees about all of the following:
  - (a) The dangers of drug abuse in the workplace,
  - (b) The person's or organization's policy of maintaining a drug-free workplace,
  - (c) Any available counseling, rehabilitation and employee assistance programs, and
  - (d) Penalties that may be imposed upon employees for drug abuse violations.
3. Provide as required by Government Code Section 8355(c), that every employee who works on the proposed contract or grant:
  - (a) Will receive a copy of the company's drug-free policy statement, and
  - (b) Will agree to abide by the terms of the company's statement as a condition of employment on the contract or grant.

<b>CERTIFICATION</b>
----------------------

I, the official named below, hereby swear that I am duly authorized legally to bind the contractor or grant recipient to the above described certification. I am fully aware that this certification, executed on the date and in the county below, is made under penalty of perjury under the laws of the State of California.

<b>OFFICIAL'S NAME</b>	
<b>DATE EXECUTED</b>	<b>EXECUTED IN THE COUNTY OF</b>
<b>CONTRACTOR OR GRANT RECIPIENT SIGNATURE</b>	
<b>TITLE</b>	
<b>FEDERAL I.D. NUMBER</b>	

**ADDITIONAL AGREEMENTS**  
**Healthy Start Support Services Act Application**

**Evaluation and Data Collection (all applicants)**

The collaborative agrees to collect additional data that will be necessary for the evaluation of Healthy Start, as may be required by the Department of Education. Failure to submit annual evaluation reports as required may result in withholding further payments on this grant or other Healthy Start grants to the local educational agency.

\_\_\_\_\_  
 District or County Superintendent  
 on behalf of the Healthy Start Collaborative

\_\_\_\_\_  
 District or County Name

**Medi-Cal Certification (required for operational grant applications;  
 optional for collaborative planning grant applications)**

The LEA agrees to enroll as a Medi-Cal provider under the LEA Medi-Cal Billing Option. The LEA agrees that LEA Medi-Cal Billing Option decisions, including the decisions on reinvestment priorities and policies, must be made by the local Healthy Start collaborative (or a similarly configured group when there is no Healthy Start collaborative).

\_\_\_\_\_  
 District or County Superintendent  
 on behalf of the Healthy Start Collaborative

\_\_\_\_\_  
 District or County Name

**Sustaining Operational Sites Certification (required for operational grant  
 applications only)**

The LEA agrees to sustain funded Healthy Start operational site(s) before receiving additional Healthy Start collaborative planning or operational grants. (The guidelines for sustaining a Healthy Start site are listed on page 10 of this RFA.)

\_\_\_\_\_  
 District or County Superintendent  
 on behalf of the Healthy Start Collaborative

\_\_\_\_\_  
 District or County Name

**Supplement, not Supplant, Certification (required for operational grant applications)**

CERTIFICATION: Education Code Section 8804(b)(2) requires that "Operational grants shall supplement not supplant existing services and funds." As superintendent of the LEA submitting the Healthy Start application on behalf of the collaborative governing body, I certify that the supplement, not supplant, requirement will be met.

\_\_\_\_\_  
 District or County Superintendent  
 on behalf of the Healthy Start Collaborative

\_\_\_\_\_  
 District or County Name

**COLLABORATIVE SIGNATURES**  
Healthy Start Support Services Act Application

Name	Signature	Agency Affiliation	Title

## COLLABORATIVE SIGNATURES

### Healthy Start Support Services Act Application

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#### A. COUNTIES WITH SB 997 COUNCILS

If the LEA or consortium is located within a county that has established an interagency children's services coordinating council under the provisions of SB 997, the application must be approved by the council.

**The signature below represents approval by the SB 997 Council for this application for Healthy Start funding.**

---

Name, Title

---

Signature

#### B. COUNTIES WITH OTHER INTERAGENCY CHILDREN AND YOUTH COUNCILS

If the county has established an interagency coordinating body other than through SB 997, which will review Healthy Start applications, or has established some other mechanism to review applications, that council should use this section. **Note: only SB 997 approval is required by the Education Code.**

**The signature below represents approval by the appropriate council for this application for Healthy Start funding.**

---

Name, Title

---

Signature

---

Title of Council

The collaborative ☐ will ☐ will not:  
submit under separate cover, a letter indicating which applications from the local area are considered the highest priority for funding. **The letters must be received by the Healthy Start and After School Partnerships Office or postmarked by March 1, 2002.**

Mail the letter to: Healthy Start and After School Partnerships Office  
California Department of Education  
721 Capitol Mall, Third Floor  
Sacramento, CA 95814

# Budget Forms

California Department of Education

## Collaborative Planning Grant Budget

Healthy Start and After School Partnerships Office

Form 5

Applicant LEA: \_\_\_\_\_

Identifying School (one): \_\_\_\_\_

Planning grant funds are awarded to a maximum of \$50,000 budgeted over a 1-2 year period. The following restrictions apply to planning grant funds:

- Funds may not be used toward the purchase of direct services.
- Funds may not be used toward facilities rental, lease, purchase or renovation.
- Equipment costs may not exceed 10 percent of the total planning grant budget.

List of Budget Expenditures		Amount	Totals
Series 1000			
CERTIFICATED PERSONNEL SALARIES			
Series 2000			
CLASSIFIED PERSONNEL SALARIES			
Series 3000			
EMPLOYEE BENEFITS			
Series 4000			
BOOKS AND SUPPLIES			
Series 5000			
SERVICES AND OTHER OPERATING EXPENSES			
Series 6400/6500			
EQUIPMENT & EQUIPMENT REPLACEMENT			
SUBTOTAL FOR SERIES 1000-6500 (exclude Series 6000)			
Indirect Costs	Indirect costs may not exceed the March 2002 CDE approved rate for FY 2002-2003. Indirect costs exclude Series 6000-Other Capital Outlay. Indirect Calculation: Total Series 1000-6500 (exclude Series 6000) _____ x Indirect rate: _____ % = \$ _____		
Series 6000			
OTHER CAPITAL OUTLAY			
GRAND TOTAL (not to exceed \$50,000)			

Applicant LEA: \_\_\_\_\_

Identifying School (one): \_\_\_\_\_

Start-Up grant funds may be requested and awarded to a maximum of \$100,000 per operational grant. The following restrictions apply to Start-Up funds:

- No more than \$50,000 may be used toward facilities renovation (such as modifications to a facility or preparation necessary for a newly acquired facility). Note: Start-Up funds may not be used toward the acquisition of a facility (i.e., rental, lease or purchase-- see Annual funds).
- There is no cap on equipment costs for Start-up funds.

<u>List of Budget Expenditures</u>		Amount	Totals
Series 1000			
<b>CERTIFICATED PERSONNEL SALARIES</b>			
Series 2000			
<b>CLASSIFIED PERSONNEL SALARIES</b>			
Series 3000			
<b>EMPLOYEE BENEFITS</b>			
Series 4000			
<b>BOOKS AND SUPPLIES</b>			
Series 5000			
<b>SERVICES AND OTHER OPERATING EXPENSES</b>			
Series 6400/6500			
<b>EQUIPMENT &amp; EQUIPMENT REPLACEMENT</b>			
<b>SUBTOTAL FOR SERIES 1000-6500 (exclude Series 6000)</b>			
Indirect Costs	Indirect costs may not exceed the March 2002 CDE approved rate for FY 2002-2003. Indirect costs exclude Series 6000-Other Capital Outlay. Indirect Calculation: Total Series 1000-6500 (exclude Series 6000)_____ x Indirect rate: _____% =\$_____		
Series 6000			
<b>OTHER CAPITAL OUTLAY</b>			
GRAND TOTAL (not to exceed \$100,000)			



**Operational Annual Budget****Form 6b**

Healthy Start and After School Partnerships Office

Applicant LEA: \_\_\_\_\_

Identifying School (one): \_\_\_\_\_

Operational annual grant funds are awarded to a maximum of \$300,000 budgeted over a period not to exceed five years. The following restrictions apply to the use of operational annual funds:

- Only 50 percent of operational grant monies may be used to purchase direct services (such as health care, drug treatment, dental services).
- Note: Direct services do not include salaries for staff who are developing or operating the program or for case management.
- Funds used towards facilities rental, lease or purchase may not exceed 15 percent of the total annual budget (all years added together).
- Note: Operational annual grant funds may not be used toward facility renovation (see Start-Up funds).
- Equipment costs may not exceed 10 percent of the total annual budget.

<u>List of Budget Expenditures</u>		Amount	Total Budget (all years added together)
Series 1000			
CERTIFICATED PERSONNEL SALARIES			
Series 2000			
CLASSIFIED PERSONNEL SALARIES			
Series 3000			
EMPLOYEE BENEFITS			
Series 4000			
BOOKS AND SUPPLIES			
Series 5000			
SERVICES AND OTHER OPERATING EXPENSES			
Series 6400/6500			
EQUIPMENT & EQUIPMENT REPLACEMENT			
<b>SUBTOTAL FOR SERIES 1000-6500 (exclude Series 6000)</b>			
Indirect Costs	Indirect costs may not exceed the March 2002 CDE approved rate for FY 2002-2003. Indirect costs exclude Series 6000-Other Capital Outlay. Indirect Calculation: Total Series 1000-6500 (exclude Series 6000) _____ x Indirect rate: _____ % = \$ _____		
Series 6000			
OTHER CAPITAL OUTLAY			
GRAND TOTAL (not to exceed \$300,000)			

**m 6c**

Healthy Start and After School Partnerships Office

## Healthy Start Grant Application Budget

### Sources of Match and In-Kind Support From Partners

Applicant LEA: \_\_\_\_\_

Identifying School (one): \_\_\_\_\_

All Healthy Start grantees must match the state grant funds they receive by at least 25 percent in cash, services, or resources. That is, one dollar of value must be supplied for every four dollars awarded (including any operational Start-Up amount requested). Please refer to page 23 & 32 Note the following restrictions:

- Any full-time district or county office of education administrative staff (e.g., LEA administrators, principals, etc.) may not be used toward meeting the match requirement.
- State and/or federal education categorical funds may not be used toward meeting the match requirements. Additional matching funds are encouraged. You may note education categorical funds and/or administrative staff match under "Other Match." The funds listed under "Other Match" will not count toward meeting the match requirement.

Sources of Match* & In-Kind Support (e.g., name of private or public agency)	Description (e.g., full time LSW position, gift certificates for parent stipends, in-kind painting contract for renovated classroom, etc.)	Total
<b>Match</b>		
<b>TOTAL MATCH</b>		
<b>Other Match (include education categorical funds)</b>		
<b>TOTAL OTHER</b>		

\*Please list support meeting the "Match" requirements first.

## Healthy Start Directory Information (Site Profile)

**OPERATIONAL GRANTS ONLY**

(Please use this format only. Refer to the Healthy Start Directory of Grantees at <http://hsfo.ucdavis.edu/directory/> for a sample.)

<b>LEA:</b> <b>Address:</b> <b>Phone:</b> <b>FAX:</b>	<b>Contact:</b> <b>Title:</b> <b>Site :</b> <b>Street:</b> <b>City/Zip:</b> <b>Phone:</b> <b>FAX:</b> <b>E-Mail:</b>
--	---

School*	Enrollment	Grades

School	Enrollment	Grades

**\*If more schools, please list on separate sheet with information and attach.**

<b>Community Characteristics</b>	
<b>Goals</b>	
<b>Collaborative Partners</b>	

## IV. HELP SECTION: Technical Assistance Resources

### A. Materials

The following list of materials corresponds with the components of the “Healthy Start Strategy for Collective Success” chart. It offers applicants assistance in consulting materials appropriate for the different stages of their collaborative process. Materials are available through the Healthy Start Field Office’s (HSFO) Clearinghouse and the California Department of Education’s (CDE) Educational Resources Catalog, plus other resources developed by individuals or organizations. **Information about how to order these documents can be found at the end of this section.**

#### COLLABORATE

##### Healthy Start Clearinghouse:

*California’s Healthy Start: Strong Families, Strong Communities, Student Success* (\$6.00 1998. Rachel Lodge. HSFO). NEW 11 x 8.5 Softcover book. Illustrates how California’s Healthy Start strengthens parent and student leadership, entices new funders; educates and recruits new partners, enhances marketing and media outreach, relates to other child/family/community initiatives and reform movements, and promotes systems improvement.

*Collaboration Module* (2000. Call for availability.) A comprehensive packet on collaboration that can be used as a training tool. Includes a guidebook, tool kit, resources, and CD-ROM with training presentation, agenda, and tool kit forms.

*\*Effective Collaboration: Self-Assessment Tool* (\$4.50. HSFO). Provides a process for collaborative groups to self-assess their strengths and weaknesses and helps in planning for further action and technical assistance.

*\*Healthy Start Planning Packet* (\$8.00. 1998. HSFO). Includes discussion, tools, and activities for bringing together a planning team, for creating a shared vision, and for managing the planning process.

*Working With Youth as Partners: A Guide for Healthy Start Sites* (\$8.00. 1997. Fiore, Kyle, St. John’s Educational Threshold Center; Meredith Honig, HSFO; and KID Power, St. John’s Center). This guide discusses the importance of partnering with young people in developing and implementing school-linked collaborative services and supports and provides advice and activities.

*Youth Blueprints for the Inner City* (\$10.00. St. John’s Urban Institute and Tutoring Center). A unique collaboration between students, teachers and urban planners created this 54-page activity and idea book which helps young people to think about their urban environment and make plans to create change.

\*Items to be included in the new *Collaboration Module*.

##### CDE Resources:

*Collaborative Partners: California’s Experience with the 1997 Head Start Expansion Grants* (\$12.50. 1999. 56 pp. Item No. 1491). This report provides a summary of how head Start grantees in California have formed collaborative partnerships to meet the increased need for high-quality childcare for families in transition from welfare to work.

##### Other Resources:

*A Compact for Reading Guide and School-Home Links Reading Kit*. (2000. U.S. Department of Education. [www.ed.gov/pubs/CompactforReading](http://www.ed.gov/pubs/CompactforReading)). The guide walks your family-school Compact team through the steps of building and implementing a Compact for Reading – compacts that improve school, increase family involvement, and increase student skill and achievement in reading. The Guide includes strategies, examples, and checklists. The kit includes activities.

*Building Bridges: Lessons Learned in Family-Centered Interprofessional Collaboration Year Two* (Health and Education Collaboration Project).

*Community Child Health: An Action Plan for Today* (Praeger Publishers.) This book offers a sensible approach to the problems of our children and efforts to connect them to others (e.g. doctors, social workers, teachers) who can help them.

*Connecting the Dots: Progress Toward the Integration of School Reform, School-linked Services, Parent Involvement and Community Schools* (Institute for Educational Renewal).

*Family Connections: Here’s Good News for Your Family Involvement Program* (Appalachia Educational Laboratory).

*Reaching All Families: Creating Family-Friendly Schools* (1996. Moles, Oliver C., ed. U.S. Department of Education.) This booklet is offered to stimulate thinking and discussion about how schools can better involve all families in their children’s education.

## ASSESS COMMUNITY

### Healthy Start Clearinghouse:

*Community Assessment Module* (New. Call for availability.) A comprehensive packet on community assessment that can be used as a training tool. Includes a guidebook, tool kit, resources, and CD-ROM with training presentation, agenda, and tool kit forms..

*School Enabling Component Surveys: Self-Study and Mapping of Program Areas for Addressing Barriers to Student Learning* (Adelman, Howard and Linda Taylor. UCLA: School of Mental Health Project. Available at HSFO *Web site*.) This set of surveys covers the leadership and coordination systems every school needs effectively enable learning, including (1) classroom-focused enabling, (2) crisis assistance and prevention, (3) support for transitions, (4) home involvement in schooling, (5) student and family assistance programs and services, and (6) community outreach for involvement and support (including volunteers).

**\*\*Items to be included in the new *Community Assessment Module*.**

### Other Resources:

*Building Community from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets* (Kretzmann, J. and J. McKnight. Center for Urban Affairs and Policy Research: Northwestern University).

*Know Your Community: A Step-by Step Guide to Community Needs and Resource Assessment* (Family Resource Coalition).

## CHOOSE RESULTS

### CDE Resources:

*Steering by Results: A High Stakes Rewards and Interventions Program for California Schools and Students* (\$8.00. 1998. CDE. Item No. 1407). The Report of the Rewards and Interventions Advisory Committee. This committee has discussed how best to utilize incentives, called rewards and interventions, to improve pupil academic achievement in California.

## IMPLEMENT EFFECTIVE STRATEGIES

### Healthy Start Clearinghouse:

*Great Ideas from Healthy Start* (Janet Reed. Available at HSFO *Web site*.) A compilation of great ideas implemented at Healthy Start sites, gleaned from successful Healthy Start proposals and arranged by topic.

*Quick Calls, Safer Streets* (\$7.00. St. John's Urban Institute). Developed for kids by kids, this instruction manual and activity guide shows 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders how to make their neighborhood a safer place by bringing young people and surrounding merchants together.

*Sample Material Packets*. These packets contain sample materials that the HSFO has collected from various Healthy Start sites: *Case Management Models* (\$3.00); *\*Collaborative Structures* (\$3.00); *Referral Processes and Forms* (\$3.00); *Service Plan Forms* (\$3.00); *Family Satisfaction Questionnaire, Job Descriptions, and Memoranda of Understanding* (available at HSFO *Web site*).

*Starting and Operating Support Groups* (\$3.50. Family Resource Coalition). A guide for parents or anyone interested in starting and operating support groups.

**\*Items to be included in the new *Collaboration Module*.**

### CDE Reform Documents:

*Arts Work – A Call for Arts Education for All California Students: The Report of the Superintendent's Task Force on the Visual and Performing Arts* (\$11.25. 1997. 28 pp. Item No. 1372). Arts Work offers five major recommendations for revitalizing arts education throughout California.

*Prekindergarten Learning and Development Guidelines*: (\$13.50. 2000, 192 pp. Item No. 1514). This publication represents the best thinking on appropriate education for children ages three through five. It provides guidance on planning for and maintaining high-quality programs in diverse early care and education settings.

*Content Standards for California Public Schools: Kindergarten Through Grade Twelve*. The standards were adopted by the State Board of Education and present the skills and knowledge to be learned in each of four subject areas for all grades levels, K-12. Each set of standards are available separately.

- *English-Language Arts* (\$9.25. 1998. 96 pp. Item No. 1389)
- *History- Social Science* (\$9.00. 2000. 61 pp. Item No. 1488)
- *Mathematics* (\$8.50. 1999. 72 pp. Item No. 1457)
- *Science* (\$9.00. 2000. 52 pp. Item No. 1496)

*Getting Results, Part I: California Action Guide to Creating Safe and Drug-Free Schools and Communities* (\$15.25. 1998. 200 pp. Item No. 1382). This publication assists schools in developing programs within the parameters of the Safe and Drug-Free Schools and Communities Act, including steps for designing programs, descriptions of exemplary and promising programs, reviews of research studies, prevention resources, the Department's program performance indicators, and sources of funding.

*Getting Results, Part II: California Action Guide to Tobacco Use Prevention Education.* (\$13.50. 2000. 150 pp. Item No. 1493). This document provides research-based strategies for implementing comprehensive tobacco-use prevention and cessation programs and discusses the relationship of tobacco use to heavy alcohol and illicit drug use.

*Getting Results, Update 1: Positive Youth Development: Research, Commentary, and Action.* (\$12.00. 1999. 80 pp. Item No. 1482). This update highlights research strategies that educators will find effective in promoting positive youth development.

*Jump Start Teens* (\$14.00. 1999. 74 pp. Item 9745). This high school resource kit features interactive lesson plans that integrate nutrition and physical activity into many subject areas. It covers relevant, real-life topics and encourages students to eat healthfully, stay active, and become smart consumers and involved citizens.

*Kids' Time: Planning School-Age Care Activities* (\$17.00. Video, 27 min. 1996. Item No. 1265 (English) and 1267 (Spanish)). The video illustrates concepts about planning before- and after-school program activities. It includes interviews with site directors, volunteers, parents, and children about what makes a program successful.

*Pathways to Educational Reform: Improving America's Schools Act* (\$17.00. 2 CD-ROM disks. 1997. Item No. 9756). This interactive presentation provides the educational community with the opportunity to view featured schools that are successfully improving student performance.

*Ready to Learn – Quality Preschools for California in the 21<sup>st</sup> Century: The Report of the Superintendent's Universal Preschool Task Force* (\$8.00. 1998. 56 pp. Item No. 1399). This report offers six recommendations for ensuring that half-day preschool programs will be available for all three- and four-year-olds in California by 2008.

*School Safety – Addendum to Safe Schools: A Planning Guide for Action* (\$8.25. 1998. 48 pp. Item No. 1402). This addendum explains how schools can develop comprehensive school safety plans to comply with Senate Bill 187 and prevent violence on the campus. It includes a list of grants that school districts may apply for to ensure safe and healthy schools.

*Health Framework for California Public Schools* (\$10.00. 1994. 244 pp. Item No. 1064). This framework identifies the unifying ideas of health literacy for implementing a comprehensive school health system.

*Mathematics Framework for California Public Schools* (\$17.50. 1999. 352 pp. Item No. 1474). This framework focuses on the mathematics content standards adopted by the California State Board of Education. The framework addresses the needs of all learners and highlights the importance of mathematical reasoning and of frequent assessment.

*Physical Education Framework for California Public Schools* (\$7.75. 1994. 104 pp. Item No. 1065). This framework describes a sequential physical education program to help students maintain active, healthy lifestyles.

*Reading/Language Arts Framework for California Public Schools* (\$17.50. 1999. 104 pp. Item No. 1462). This framework focuses on the English-language arts content standards adopted by the California State Board of Education. This framework addresses reading, writing, speaking, listening, and written and oral English-language conventions for all learners and across all grade levels.

Frameworks in other curricular areas are also available.

#### Grade Level Reform:

*Elementary Makes the Grade!* (\$10.25. 2000. 90 pp. Item No. 1509). This document gives clear suggestions on how schools can achieve a coordinated system in which standards, assessment, accountability, and curriculum are aligned and focused on ensuring that all students meet grade-level standards.

*First Class: A Guide for Early Primary Education, Preschool-Kindergarten-First Grade* (\$12.50. 1999. 208 pp. Item No. 1475). This guide helps in creating early primary programs that allow children in preschool through first grade to flourish in a rich learning environment.

*Taking Center Stage* (\$13.50. 2001. 280 pp. Item No. 1503). *A Bold Commitment to Standards-Based Education for California's Middle Grade Students.* This publication examines standards-based education in middle schools, defining standards and explaining how they work.

*Second to None: A Vision of the New California High School* (\$9.50. 1992. 56 pp. Item No. 1040). This report challenges high schools to create curricular paths to success; develop powerful teaching and learning opportunities; establish an accountability and assessment system; provide comprehensive support for all students; restructure the school organization; and create new professional roles.

*Visual and Performing Arts Content Standards*: (\$10.50. 2001. 176 pp. Item No. 1548). This document was adopted by to State Board of Education to delineate in the content standards the progressive skills, knowledge, and abilities students should be able to master at specific grade levels in the four arts disciplines—dance, music, theatre, and the visual arts.

#### CDE's Challenge Standards and Toolkits:

*New Challenge Standards for Student Success*. Available in three subject areas:

- *Health Education* (\$10.00. 1998. 80 pp. Item No. 1373). These standards enable students to obtain, interpret, and understand basic health information and services in ways that are “health-enhancing.” Tools are provided to assess the academic achievement of students in the area of health education.
- *Physical Education* (\$8.50. 1998. 56 pp. Item No. 1435). This publication helps teachers plan physical education programs for all students and provides a variety of assessment tools.
- *Visual and Performing Arts* (\$12.50. 1429. 168 pp. Item No. 1429). These standards provide a guideline for organizing instruction, developing curriculum and implementing assessment in dance, music, theatre, and the visual arts.
- *Arts Education Program Toolkit- A Visual and Performing Arts Assessment Process* (\$13.25. 2001. 64 pp. Item No. 1537). The *Arts Education Program Toolkit* provides school districts with a self-study and planning process for establishing quality, standards-based arts education programs for all students.

The *CHALLENGE TOOLKIT* is a series of publications from the California Department of Education designed to help teachers, administrators, or other professionals improve results for students.

*Family-School Compacts* (\$9.75. 1997. 72 pp. Item No. 1290). Family-school compacts help schools include the family in their child's education to improve grades and attendance rates.

*Outline for Assessment and Accountability Plans* (\$12.75. 1997. 40 pp. Item No. 1300). The plans outline how the progress of all students can be measured against the new and rigorous content and performance standards. This booklet guides school district personnel in preparing the assessment plan.

*Safe and Healthy Schools* (\$14.25. 1997. 112 pp. Item No. 1299). This publication presents information to help schools protect children by creating a safe and healthful environment for learning.

*School Facilities* (\$11.75. 1997. 42 pp. Item No. 1294). Site-based decision making can help schools maximize local autonomy and have greater potential for efficacy and creativity. This booklet helps districts make the transition to school-based decision making.

*California Safe Schools Assessment, 1999-2000 Results Promoting Safe Schools* (\$24.00. 2001. 188 pp. Item No. 1535). This annual report, now in its fifth year, presents statistics on the crime rate in each of the state's public school districts.

*SB 65 School-Based Pupil Motivation and Maintenance Program Guidelines* (\$10.00. 2000. 76 pp. Item No. 1511). This document focuses on the School-Based Pupil Motivation and Maintenance Program created by the SB 65 Dropout Prevention and Recovery Act and includes program plan elements, student success teams, parental involvement, the role of the school site council, funding and services.

*Service-Learning* (\$8.75. 1997. 40 pp. Item No. 1291). This publication provides information about how students can learn through community service. This booklet outlines the principles of service-learning and describes model projects.

*Student Activities* (\$9.25. 1997. 48 pp. Item No. 1292). A comprehensive program of student activities in and out of school can enrich and extend the academic program. This booklet provides guidance in developing such programs.

*Student Learning Plans* (\$7.75. 1997. 24 pp. Item No. 1296). This publication presents information on how to structure learning for the individual student by having parents, teachers, and students work together.

#### Other CDE resources:

*Assessing the Development of a First and a Second Language in Early Childhood: Resource Guide* (\$10.75. 1998. 88 pp. Item No. 1377). This resource guide focuses on using assessment to improve curriculum for children in child development programs.

*Educational Leadership for Service-Learning* (\$17.50. 1999. 258 pp. Item No. 1434) This publication describes ways in which students can grow and develop responsible attitudes and positive character traits, both through service to needy people in their communities and by forming bonds to venerable individuals within those communities.

*Service-Learning: Linking Classrooms and Communities: The Report of the Superintendent's Service Learning Task Force* (\$7.00. 1999. 64 pp. Item No. 1452). This publication presents eight recommendations for developing service-learning and ways in which to implement them, including models, training information, and technical assistance, "to make service-learning happen."

*Nutrition to Grow On – A Garden-Enhanced Nutrition Education Curriculum for Upper Elementary School Children:* (\$17.50. 2001. 192 pp. Item No. 1512). This curriculum contains hands-on lessons that link nutrition education activity with gardening activities and offer a creative approach to teaching math, English, science, and history—social science.

#### Other Resources:

*Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School* (July 1997. U.S. Department of Education). A Community Learning Center housed in the community school can be a safe after-school and summer haven where learning takes place for children. This guidebook outlines the steps needed to convert a school into a community learning center and includes suggestions for how to estimate typical costs, develop a budget, build consensus and partnership, conduct a community assessment, design an effective program, consider logistical issues, obtain qualified staff, and evaluate a program's accomplishments.

*Promising Practices and Programs for Improving Student Achievement: A Sample of Effective Approaches for Improving the Academic Achievement of Students in Low-Performing Educational Settings* (1995. Bell, Jennifer A., Alicia Meza, and Thomas L. Williams).

### **INTEGRATE AND TRACK THE WORK**

#### Healthy Start Clearinghouse:

*Case Management Packet* (1998. Casas, Maria and Prior, Keith, of the HSFO; Philiber Research Associates). Provides a series of documents and tools for coordinators and direct service providers to better understand their case management framework and process.

#### Other Resources:

*Confidentiality: A Manual for the Exchange of Information in a California Integrated Children's Services Program* (1999. 101 pp. Preis, James, J.D.; California Institute for Mental Health). This manual provides information on protecting privacy through informed consent while promoting the exchange of information between agencies. It includes sample forms and questions and answers.

*Culture and Family-Centered Practice* (1995. Family Resource Coalition/National Resource Center for Family-Centered Practice).

*Case Management in Service Integration: An Annotated Bibliography* (Child & Family Policy Center.).

*Making It Simpler: Streamlining Intake and Eligibility Systems* (Krause, Allan and Jolie Bain Pillbury. Child & Family Policy Center). *Service Integration: An Annotated Bibliography* (Child & Family Policy Center). A listing of resource briefs.

### **EVALUATE RESULTS AND MAKE DECISIONS**

#### Healthy Start Clearinghouse:

*Healthy Start Evaluation Guidebook* (1996. Updated versions available at [www.cde.ca.gov/healthystart/](http://www.cde.ca.gov/healthystart/)). This guidebook fully describes all requirements for the statewide Healthy Start evaluation and it includes all required annual reporting forms.

*Marketing Packet* (\$8.00. 1998. Mary Leland. HSFO) Materials show how to link the successes shown in your evaluation with a planned system of marketing which gives families information on available services, assures the commitment of your partners, and builds positive public opinion and support in your community.

*Planning for Evaluation: A Guide to Healthy Start Grantees and Other Collaboratives Serving School Children and Families* (\$8.00. 1997. Meredith Honig-HSFO). Serves as a planning resource for sites preparing for the statewide Healthy Start evaluation and for other integrated services sites that want to evaluate their work.

\*\*\**Staying Power Tool Kit* (\$14.00). Tool Kit includes: How to Successfully Plan for Staying Power; Elements of Staying Power; Current Funding Matrix Wall Chart; and Funding Justification Chart and Process.

\*\*\**Staying Power Information Packet* (\$9.00). Information Packet includes: Healthy Start Works – The Staying Power edition; Quick Index to Funding Streams; Medicaid-Based Reimbursement Programs; IASA – Title XI Coordinated Services; Social Services-Related Public Funding Sources; and Partnerships Supporting Healthy Start functions.

\*\*\**Staying Power Materials* (\$21.00). Consists of both the Staying Power Information Packet and Tool Kit.



*Sustainability Module* (New. Call for availability.) A comprehensive packet on sustaining a Healthy Start site after grant funding ends. It can be used as a training tool and includes a guidebook, tool kit, resources, and CD-ROM with training presentation, agenda, and tool kit forms.

\*\*\*Items to be included in the new *Sustainability Module*.

#### Other Resources:

*Catalog of Publications & Services* (Family Resource Coalition of America). Includes information on family support, resources for policy-making, starting and managing programs, and resources on special topics.

*Directory of Federally Funded Resource Centers* (Child & Family Policy Center).

*Getting to the Bottom Line: State and Community Strategies for Financing Comprehensive Community Service Systems* (Bruner, Charles and Frank Farrow. Child & Family Policy Institute).

*Integrated and Collaborative Services: A Technical Assistance Planning Guide* (June 1996. San Francisco State University: California Research Institute.). This publication describes the “best practices” in integrated services in a workbook format and guides collaboratives toward success and survival.

#### OTHER RESOURCES

*California’s Healthy Start NEW Video!* (\$35.00. Available in English and Spanish.) This 27-minute videotape tells the story of California’s Healthy Start through the experiences of several communities.

*Directory of Healthy Start Grantees* (\$12.50. HSFO. Also available as a searchable database at the HSFO *Web site*.) Consists of a listing of all planning and operational sites by county and school district. Operational site listings include a brief description.

*Healthy Start Proposals Scoring Explanation Booklet*. (Available at the **CDE’s Web site** [www.cde.ca.gov/healthystart](http://www.cde.ca.gov/healthystart).)

*Healthy Start Works*, the Healthy Start newsletter, is published by the HSFO and contains articles which address issues involved in implementing coordinated, school-linked services initiatives and information about outside resources and events. For subscription information, please call (530) 752-1277.

**Web site/List Server.** The HSFO **Web site** is located at <http://hsfo.ucdavis.edu>. The HSFO home page offers publications, documents, and directories. You can subscribe to the List Server from the HSFO Web site. The List Server offers conference and workshop announcements, job postings, and other pertinent news.

Clearinghouses: You can order additional resources directly from the following clearinghouses:

- Appalachia Educational Laboratory  
P.O. Box 1348. Charleston, WV. 25325-1348. Tel: (304) 347-0400. Fax: (304) 347-0487.
- California Research Institute  
San Francisco State University. Integrated Services Specialist Project. 612 Font Blvd. San Francisco, CA. 94132.  
Tel: (415) 338-7847. Fax: (415) 338-2845.
- California Teachers Association. Communications Department. 1705 Murchison Drive. Burlingame, CA 94010.  
Tel: (415) 697-1400. Fax: (415) 697-2849.
- California Tomorrow. Fort Mason Center, Building B. San Francisco, CA 94123. Tel: (415) 441-7631.
- Center for Health Leadership  
Western Consortium for Public Health 2020 Milvia Street, Suite 411, Berkeley, CA 94704. Tel: (510) 649-1296.
- Center for the Future of Children  
The David & Lucile Packard Foundation. 300 Second Street, Suite 102. Los Altos, CA 94022. Fax: (510) 649-1599.
- Child & Family Policy Center. Fleming Building, Suite 1021218 Sixth Avenue. Des Moines, Iowa 50309.  
Tel: (515) 280-9027. Fax: (515) 244-8997.
- Family Resource Coalition of America. 20 North Wacker Drive, Suite 100. Chicago, IL 60606.  
Tel: (312) 338-0900. Fax: (312) 338-1522.
- Family/Professional Collaboration Project. Department of Social Work. University of Vermont.  
228 Waterman Family. Burlington, VT 05405-0160. Tel: (802) 656-8800.

- Health and Education Collaboration Project. Hawaii Medical Association. 1360 South Beretania Street, Second Floor. Honolulu, Hawaii 96814. Tel: (808) 536-7702. Fax: (808) 528-2376.
- Healthy Kids Resource Center. Alameda County Office of Education. 313 West Winton Ave. Hayward, CA 9544. Tel: (510) 670-4581.
- Institute for Educational Renewal. McGuffey Hall, Miami University. Oxford, OH 45056. Tel: (513) 529-6926.
- Praeger Publishers. 88 Post Road West. West, CT 06991.
- United States Department of Education (USDE). 600 Independence Avenue, SW. Washington, DC 20202.  
For copies of USDE documents, call (800) USA-LEARN.

HSFO clearinghouse materials may be purchased by mailing or faxing the clearinghouse order form to the HSFO. If you do not have an order form, visit the HSFO Web site or contact the HSFO at (530) 752-3754 or the CDE Healthy Start Office at (916) 657-3558.

CDE documents may be purchased through the Educational Resources Catalog. For ordering information, call 1-800-995-4099 or visit the CDE Publications Web site at <http://www.cde.ca.gov/cdepress>.



## B. Resources for Youth Development and Learning Supports

Program Title	Funding Source	Local Information Source	Activities and Services Supported
<b>City/County System Coordination</b>			
Community Development Block Grant	<i>Federal</i> U.S. Department of Housing and Urban Development	City	Coordination of support and services to families. Facilities and direct service to families to strengthen and improve community life.
Interagency Children Services Act	<i>State</i> —SB 997 and 786 (no funding source) Permits regulations to be waived and reallocates existing resources	Check county agencies	Establishes Interagency Youth Service Councils. Encourages local development of comprehensive and collaborative delivery systems for all services provided to children and youth, enhancing local governance requirement of Healthy Start.
Community Based Family Resource Program	<i>State</i> Department of Social Services, Office of Child Abuse Prevention	Public Agencies, Schools and Non profit agencies	Expands innovative, comprehensive family resource centers.
Juvenile Crime Enforcement and Accountability Challenge Grant Program	<i>State</i> SB 1760 Board of Corrections	Juvenile Justice Coordinating Councils	Develop and implement a comprehensive, multi-agency strategy for preventing and effectively responding to juvenile crime.
Partnership for Responsible Parenting	<i>State</i> Department of Health Services, Office of Criminal Justice Planning and others	Public Health Department and other County agencies	Initiative designed to address problems associated with teen and unwed pregnancy and fatherlessness by establishing: community challenge grants, public awareness media campaign, statutory rape prosecution, and mentoring programs.
California Children and Families Initiative	<i>State</i> Proposition 10 (1998)	County Children & Families First Commissions	Approximately \$700 million in funding from cigarette tax to create comprehensive delivery system to promote early childhood development including parenting education, family support services, and multimedia campaign on early childhood development.
<b>Family Support/Social Services</b>			
Temporary Assistance to Needy Families (TANF)  CalWORKs (AB 1542)	<i>Federal</i> Temporary Assistance to Needy Families (TANF) block grants; plus state and county matching funds	County departments of social services	Provides cash assistance to families with minor children. Eligibility is based on family income. Establishes a 5-year lifetime limit on aid. Connects participants to employment preparation and job skills development activities; child care and development services; adult education and vocational education programs; mental health services and other services as needed.
Social Services Block Grant	<i>Federal</i> Title XX Social Security Act	Social Services	Activities that promote family self-sufficiency, prevent child abuse and neglect, and out-of-home placement.
Child Welfare Services	<i>Federal</i> Title IV-B Subpart 1 Social Security Act	Social Services	Emergency caretaker/homemaker, financial assistance. Family preservation, mental health, alcohol and drug abuse counseling, post adoption services.
Foster Care Maintenance and Adoption Assistance	<i>Federal</i> Title IV-E Social Security Act	Social Services	Out of home placement and reunification, pre and post-placement prevention activities. Pays for costs for minors and cost for staff, including staff training.

Program Title	Funding Source	Local Information Source	Activities and Services Supported
<b>Health Services</b>			
Local Educational Agency (LEA) Medi-Cal Billing Option	<i>Federal</i> Title XIX Medicaid Funding	Schools, Districts, County Offices of Education, Collaborative partners	Bill for medically necessary services for Medi-Cal eligible students; reinvest in broad range of support, prevention, intervention, and treatment activities for children and their families to sustain local Healthy Start initiatives.
Targeted Case Management (LEA Medi-Cal)	<i>Federal</i> Schools, Districts, County Offices of Education, Collaborative partners	Schools, Districts, County Offices of Education, Collaborative partners	Bill for case management of services to Medi-Cal eligible at risk and special education students and their families. Reinvest as above.
Medi-Cal Administrative Activities (LEA Medi-Cal)	<i>Federal</i> Title XIX Medicaid Funding	Public Health Department and Local Education Consortium (LEC)	Activities associated with administration of the LEA Medi-Cal program.
EPSDT (Early & Periodic Screening, Diagnosis and Treatment) Supplemental and CHDP (Child Health and Disability Prevention) Program	<i>Federal</i> Title XIX Medicaid Funding	Public Health Department, Managed Care Agency	Provides kinds and frequency of health assessments and treatments and types of providers not otherwise available to eligible population 0-21 years.
Federally Qualified Health Clinic (FQHC)	<i>Federal</i> Title XIX Medicaid Funding	Public Health Department	Medi-Cal activities and services for Medi-Cal eligible in medically underserved areas. Rate is higher, cost-based.
Children's Dental Disease Prevention Program	<i>State</i> SB 111	County Health Departments and County Offices of Education	Provides school-based dental health education and dental services that include fluoride, screenings, and treatment referral mechanisms.
Community Tobacco Use Prevention Program	Department of Health Services, Tobacco Control Section	Community based organizations, schools	Conduct interventions that support three priority areas: environmental tobacco smoke, youth access to tobacco products, and counter pro-tobacco tactics.
Healthy Families and Expanded Medi-Cal for Children	<i>Federal</i> Child Health Insurance Program (CHIP)  <i>And State</i>	Department of Health Services, County Social Services, and Managed Risk Medical Insurance Board (State)	Provides low cost and no cost medical, dental & vision care insurance for qualified children up to age 19. Provides a sign-up fee for assisting families with the application.
<b>Mental Health Services</b>			
Children's System of Care	<i>State</i> California Department of Mental Health	County Departments of Mental Health	Delivery integrated human services to children with serious emotional disturbances who are at risk of out-of-home placement. Strives to keep these children safe, in home, in school, and out of the juvenile justice system.
Substance Abuse Block Grant	<i>Federal</i> Substance Abuse and Mental Health Services, Administrative Block Grants	County Health Department/Alcohol and Other Drug Programs	Alcohol and drug abuse prevention, treatment, and after-care services.
Early Mental Health Initiative	<i>State</i> AB 1650 Department of Mental Health	Schools, Districts, Local Education Agencies	Serves children (K-3) identified as having minor school adjustment difficulties to ensure a good start in school and future school success. Provides for use of alternative personnel, cooperation with parents and teachers, plus monitoring and evaluation.

Employment and Economic Development			
Vocational Education	<i>Federal, State, Local</i>	School Districts, County Offices of Education, Community Colleges, Community-based organizations	Provide assessment, counseling, vocational education, on-the-job training, job placement, and basic/remedial education to youth and adults (check for eligibility).
One-Stop Career Center System Initiative	<i>Federal</i> Department of Labor	Employment Development Department, Service Delivery Area/Private Industry Council	Plans and implements an integrated, comprehensive, customer-focused, and performance-based service delivery system for employment, training, and related education programs and services.
Workforce Investment Act	<i>Federal</i> Department of Labor	Private Industry Council, School District, County Offices of Education, Community Colleges	Provides employability services including job placement, basic/remedial education, on-the-job training and vocational education to economically disadvantaged adults, youth, and older workers.
Job Service (Also Job Agent & Intensive Services Programs)	<i>Federal</i> Department of Labor <i>And State</i> Employment Development Department	Employment Development Department	Helps employers find job-ready applicants for their job openings and reduces unemployment for adults and youth by providing job placement, counseling, testing, job fairs, job search training workshops, employer services, and labor market information.
Youth Development			
21 <sup>st</sup> Century Community Learning Centers ( <a href="http://www.ed.gov/offices/OERI">www.ed.gov/offices/OERI</a> )	<i>Federal</i> U.S. Department of Education (\$400-600 million estimated appropriation)	U.S. Department of Education (Region IX). (415) 437-7526	Provides expanded learning opportunities for participating children in a safe, drug-free and supervised environment.
California Mentor Initiative (CMI)	<i>State</i> California Department of Alcohol and Drug Programs in collaboration with other state agencies	California Department of Alcohol and Drug Programs; (916) 324-4398	Designed to reduce alcohol/drug use, teen pregnancy, educational failure, and gangs and violence by recruiting and training mentors. Has centralized location for accessing mentoring programs and offering technical assistance.
Academic Volunteer and Mentor Service Program	<i>State</i> Governor's Office of Child Development & Education	Governor's Office of Child Development and Education (916) 323-0611	To provide a caring adult mentor for every at-risk student.
America Reads Challenge: The Reading Excellence Act (HR2614/S1596)	<i>Federal</i> U.S. Department of Education \$260 million for FY 1999	U.S. Department of Education (Region IX). (415) 437-7526 (State educational agencies must apply to administer funds through a national competitive process)	Provides children with the readiness skills and support they need in early childhood to learn and read once they enter school. Supports three key activities: professional development, out-of-school tutoring, and family literacy in pre K-grade 3.
AmeriCorps	<i>Federal</i> Corporation for National Service (also administers the RSVP; Senior Corps; & VISTA)	California Commission on Improving Life Through Service (state agency which administers the program)	Engages people of all ages and backgrounds in full or part-time service in the areas of education, public safety, human needs, and the environment. Provides educational awards for 1-2 years of community service.
America Reads AmeriCorps & Student Academic Partnerships Program (SB 316)	<i>Federal</i> U.S. Department of Education	California Commission on Improving Life Through Service; California Department of Education, Goals 2000 Office	Emphasizes helping children read well by the end of the third grade. Support is provided to recruit and coordinate reading tutors and academic mentors. SB 316 is funded under Goals 2000 and focuses on recruiting college students to tutor reading, writing, and mathematics for children grades K-6.
California Conservation Corps (CCC)	<i>State</i> CCC administers a portion of federal AmeriCorps funds	Regional California Conservation Corps Centers	Provides job training and supervision using a crew-based strategy. Corps members may be employed in a broad range of direct service activities including education related activities.

School-Age Community Child Care Programs (Latchkey)	<i>State</i> California Department of Education, Child Development Division	Local Child Care Planning Councils; Resource & Referral Agencies	Provides a safe environment with age and developmentally appropriate activities for school-age children during the hours immediately before and after the normal school day and during school vacation and intersessions.
Local Child Care Planning Councils	<i>State</i> California Department of Education, Child Development Division	Local Child Care Planning Councils	Councils are established at the county level to assess county child care and development needs and establish program priorities for communities. They encompass community and child care representatives and enhance collaboration among children's services and interest groups.
Resource & Referral Agencies (R&R)	<i>State</i> California Department of Education, Child Development Division	California Child Care Resource & Referral Network state office: 415-882-0234	R&Rs are located in every county and assist parents in locating child care. They have well-developed systems that support parents, providers, and local communities in finding, planning for, and providing affordable, quality child care. Can direct individuals/organizations to local California Association for Education of Young Children chapters.
Child Care Facilities Revolving Fund	<i>State</i> California Department of Education, Child Development Division (CDD)	CDD with questions regarding contractor eligibility (926) 322-6233; School Facilities Planning Division with questions regarding the application and lease (916) 322-2470; <a href="http://www.cde.ca.gov/dmsbranch/sfpdiv/index">www.cde.ca.gov/dmsbranch/sfpdiv/index</a>	Used to purchase, transport, or install new portable child care facilities leased to school districts and contracting agencies that provide child care and development services. CDD contractors may apply for funds to lease-purchase portables for replacement and expansion of capacity.
Child Care and Development Facilities Loan Guarantee and Direct Loan Fund Programs	<i>State</i> California Department of Housing and Community Development	California Department of Housing and Community Development	Schools and others interested in obtaining a loan to purchase, maintain, improve or expand a licensed child care facility may be eligible.
TANF Recipient Training Child Development Careers	<i>State</i> California Department of Education, Child Development Division (CDD) (916) 322-6233	CDD; local Child Care Planning Councils; local Resource & Referral centers	Provides competitive grants to public and private agencies that develop programs to recruit, educate, train, and employ CalWORKs participants in child care. CA Dept. of Social Services administers similar program.
Child Development Training Consortium	<i>State</i> California Department of Education Child Development Division (CDD) (916) 322-6233	Child Development Training Consortium office, Modesto, CA; local community colleges; CDD	Works with community colleges to offer coursework leading to certification on the Child Development Permit Matrix and engages in local outreach to recruit and train under-represented groups. Sponsors Mentor Teacher programs.
Foster Grandparent Program	<i>Combination of State and Federal monies</i>	Local Area Agency on Aging (AAA) or California Department of Aging web site <a href="http://www.aging.state.ca.us">www.aging.state.ca.us</a>	Foster grandparents mentor children ages 0-21 who experience some form of hardship (e.g., infants suffering from health problems, students in juvenile halls; students of the California Youth Authority).
Big Brothers/Big Sisters of America; Boys & Girls Clubs of America; Boy & Girl Scouts of America; Camp Fire Boys & Girls; YMCA and YWCA of the USA; 4H Clubs	<i>Varies by local program</i>	Local chapters in your area; local parks and recreation departments (or contact the national organization).	Broad range of youth enrichment and recreation activities. These clubs are often involved in after-school activities.

## Education Services

### Education Reform and Innovation

Initiative/Program	Funding	Purpose	Who's Eligible	When Application is Available-Due	Contact At California Department of Education
AB IX California Peer Assistance and Review Program	<i>State</i> California Department of Education	Establishes a teacher peer assistance and review system.	School Districts, county offices of education	Consolidated Application	Professional Development Unit, High School Division (916) 324-5689
SB IX Education Accountability	<i>State</i> California Department of Education	Establishes a statewide accountability system that will hold each school accountable for annual student achievement, including a process for rewards and sanctions.	Local Education Agencies	Immediate Intervention/ Lowerperforming Schools Program (II/USP), August 2001	For II/USP, District & School Support Division, (916) 653-2428
SB 2X High School Exit Exam	<i>State</i> California Department of Education	Requires development of a High School Exit Examination which will affect the high school graduating class of 2004.	School Districts with high schools	Not applicable – funding at the local level has not been determined.	Standards, Curriculum & Assessment Division (916) 657-3011
Grade Level Reform Initiatives	California Department of Education General Education funds	Establishes the vision and strategies to enable academic success for all students, including collaborative partnerships with parents, other agencies, and community members. Grade level reform documents (4) available	School districts & county offices of education	On-going	Child Development Division (916) 322-6233 Elementary Education Division (916) 657-2435 Secondary Education Division (916) 657-2532
School Improvement Program (SIP)	<i>State</i> School Improvement Funding Education Code 62002	For activities that improve all students' ability to learn and schools' instructional program for all students	Schools, districts	On-going	Elementary Grades (916) 657-5440 Secondary Level Alameda COE (510) 887-0152
Even Start Family Literacy	<i>Federal</i> Improving America's Schools Act (IASA)	Serves families (parents with children 0-7 living in a low income area) by integrating early childhood education, adult basic education, parenting education; and coordinating service delivery agencies.	Schools, districts, county offices of education, community based organizations, universities/colleges		Sallie Wilson (916) 323-5765
Individuals with Disabilities Act (IDEA)	<i>Federal</i> PL 94-142 part H	Assessment and preventive services for very young children at risk of developmental disabilities. Also transition into appropriate school setting.	Schools, districts, county offices of education	On-going	Special Education Division (916) 445-4613 or (800) 926-0648 Info. on procedural safeguards



<b>Initiative/Program</b>	<b>Funding</b>	<b>Purpose</b>	<b>Who's Eligible</b>	<b>When Application is Available-Due</b>	<b>Contact At California Department of Education</b>
Workforce Investment Act	<i>Federal</i> CalWORKs Education Services	Provides youth and adults with barriers to employment with a range of occupational skills through school-to-career and CalWORKs projects.	Private Industry Councils with school districts, county offices of education, adult schools, regional occupational programs/centers, and community colleges	Due May 2001	<i>Workforce Development Office</i> (916) 323-4437
Adult Education	<i>Federal and State</i>	Provides adults and out-of-school youth with basic/remedial education, English-as-a-second language, and vocational education services.	School districts, community colleges	On-going	<i>Adult Education Field Assistance Unit</i> (916) 322-2175
Cal Serve	<i>Federal</i> \$30 – 100,000 based on district ADA (\$700,000 Statewide)	Provides local and regional support for service learning (K-12).	School districts	Available October 2001  Due March 1, 2002	<i>Youth Education Partnerships Office</i> (916) 653-3768
Foster Youth Program	<i>State</i> California Department of Education	Provides instruction, counseling, tutoring, mentoring, vocational training, emancipation services, training for independent living, and related services to children in licensed institutions and out-of-home placements.	County offices of education		<i>Educational Support Systems Division</i> Educational Options Office (916) 445-6217 <a href="http://www.cde.ca.gov/spbranch">www.cde.ca.gov/spbranch</a>
Student Academic Partnerships	<i>Federal</i> Academic Tutoring Partnerships	SB 316 funds support tutoring for grades K-12 in reading, writing, and mathematics.	Local Education Agencies		Kathie Scott SB 316 (916) 323-4711
Before and After School Safe Neighborhoods Partnerships Program	<i>State</i> California Department of Education	Provides funding for Before and After School Programs which include academic and enrichment components.	School districts, county office of education, city and county governments in cooperation with local school districts.	3-year grants awarded in 1998 and 1999. ----- Funding for before school and expansion grants available September 4, 2001, due October 22, 2001.	Healthy Start and After School Partnerships Office (916) 657-3558 <a href="http://www.cde.ca.gov/afterschool">www.cde.ca.gov/afterschool</a>
Pupil Promotion and Retention/Mandatory Intensive Instructional Programs (AB 1626; AB 1639; SB 1370, 1998)	<i>State</i> California Department of Education	Requires school districts and county offices of education to establish policies regarding the promotion and retention of pupils. Provides funding for and requires school districts to offer intensive supplemental instruction during summer school, before/after school, Saturday or intersession periods to students in grades 2-9.	School districts, county offices of education	Apportionment claim process	<i>Education Support and Networks Division</i> <i>District and School Programs Coordination Office</i> (916) 657-3351 <a href="http://www.cde.ca.gov/ppr">www.cde.ca.gov/ppr</a>

<b>Initiative/Program</b>	<b>Funding</b>	<b>Purpose</b>	<b>Who's Eligible</b>	<b>When Application is Available-Due</b>	<b>Contact At California Department of Education</b>
Community-Based English Tutoring Program (enacted under Proposition 227, 1998)	<i>State</i> California Department of Education  Funding based on the number of limited English proficiency (LEP) pupils in the school district	Provides free or subsidized English language instruction for parents and other community members to provide English language tutoring to children and school-aged youth from LEP backgrounds. The intent is to raise the English language proficiency in the community.	School districts, county offices of education	Available April 2002 Due June 1, 2002	<i>Language Policy and Leadership Office</i> Jorge Gai (916) 657-3677
<b>School Safety and Violence Prevention</b>					
School Safety & Violence Prevention Act of 1999 (AB 1113)	\$72m statewide Entitlement based on enrollment in grades 8-12, with guaranteed minimum for small districts and counties	To provide for safe schools and violence prevention among pupils.	Schools districts and county offices of education maintaining any of the grades 8 through 12	September 15, 2001  Due November 1, 2001	Louise Chiatovich (SSVPO) (916) 45-5695
Safe School Plan Implementation	\$500,000 statewide \$5,000 per school; up to 100 issued each year	To assist schools in implementing a portion of their Safe School Plan.	Schools	October 3, 2001  Due November 21, 2001	Steve Schwendimann (SSVPO) (916) 323-5277  Arlene Shea Attorney General's Office (916) 324-7863
Conflict Resolution and Youth Mediation	\$280,000 Statewide \$10,000 per school	To implement a conflict resolution and youth mediation program through onsite training, integrated curriculum, and school community involvement.	School districts	Not available 2001	Bonnie Williamson (SSVPO) (916) 324-6159  Arlene Shea Attorney General's Office (916) 324-7863
School Community Policing Partnership	\$10 million Up to \$325,000 each over a 3-year period	To implement a school/community/police collaborative to deal with school crime and safety issues.	School districts and county offices of education	November 1, 2001  Due March 1, 2002	Yvette Rowlett (SSVPO) (916) 445-5737  Steve Jefferies Attorney General's Office (916) 324-7863
Gang Risk Intervention Program (GRIP)	\$3 million Grants of \$100,000 per year	To intervene and prevent gang violence.	County offices of education	November 15, 2001  Due February 1, 2001 (tentative)	Chuck Nichols (SSVPO) (916) 323-1026
High-Risk Youth Education and Public safety	\$18 million statewide (5-year projects)	To design and implement early interventions to prevent chronic juvenile delinquency.	School districts and county offices of education	To be announced	Bill Lane (SSVPO) (916) 323-5721

<b>Initiative/Program</b>	<b>Funding</b>	<b>Purpose</b>	<b>Who's Eligible</b>	<b>When Application is Available-Due</b>	<b>Contact At California Department of Education</b>
Student Leadership Grant Program	\$120,000 statewide Up to \$5,000 per grant	To implement safe/healthy school projects that are designed and led by students.	High schools	September 4, 2001  Due November 5, 2001	Bonnie Williamson (SSVPO) (916) 324-6159
Title IV (IASA) Safe & Drug Free Schools & Communities	\$41.1 million statewide (70% entitlement, 30% greatest need)	To initiate and maintain alcohol/drug/tobacco and violence prevention programs in schools.	County offices of education and school districts receive entitlements	June and October	Jerry Hardenburg (SSVPO) (916) 323-1025  Greg Wolfe Healthy Kids Program Office (916) 657-3040
Safety Plans for New Schools	\$3 million statewide (new program)	To fund development and implementation of mandated Safe School Plans	School districts and county offices of education	February 6, 2002  Due March 20, 2002	Steve Schwendimann (SSVPO) (916) 323-5277

#### **Alcohol, Tobacco and Other Drugs**

Title IV (IASA) Safe & Drug Free Schools & Communities	\$41.1 million (70% entitlement, 30% greatest need)	To initiate and maintain alcohol/drug/tobacco and violence prevention programs in schools.	County offices of education and school districts receive entitlements	Consolidated Application	Learning Support and Partnerships Division Healthy Kids Program Office (916) 657-3040 Education Support and Partnerships Division Safe Schools and Violence Prevention Office (916) 323-2183 <a href="http://www.cde.ca.gov/spbranch/safety">www.cde.ca.gov/spbranch/safety</a>
Tobacco Use Prevention Education (TUPE) Grades 4 through 8	\$11.9 million entitlement	To provide tobacco education and prevention programs for grades 4-8 based on ADA.	County offices of education and school districts	Available Sept. 5, 2001 Due Nov. 1, 2002 Not a competitive grant	Learning Support and Partnerships Division Healthy Kids Program Office (916) 657-2810 <a href="http://www.cde.ca.gov/healthykids">www.cde.ca.gov/healthykids</a>
Tobacco Use Prevention Education (TUPE) Grades 9-12	\$5 million	To encourage effective programs directed at tobacco use reduction among students in grades 9-12.	County offices of education and school districts	Available October 2001 Due Feb.21, 2002	Learning Support and Partnerships Division Healthy Kids Program Office (916) 657-2810 <a href="http://www.cde.ca.gov/healthykids">www.cde.ca.gov/healthykids</a>
TUPE Innovative Projects	\$2,666,667	To promote and expand innovative and promising tobacco projects.	Districts and county offices of education with innovative projects	Pending	Healthy Kids Program Office (916) 657-2810

Initiative/Program	Funding	Purpose	Who's Eligible	When Application is Available-Due	Contact At California Department of Education
<b>School Integrated Services</b>					
Healthy Start Support Services For Children Act (SB 620, 1991)	\$39 Million Statewide: \$50,000 Collaborative Planning Grants \$400,000 Operational Grants	Planning or implementing/expanding school integrated supports and services to assist children, youth and families with achieving academic and life success.	County Offices of Education and Districts. Targeted to schools with high population of low income and LEP students	Available November 1, 2001 Due March 1, 2002	Learning Support and Partnerships Division Healthy Start and After School Partnerships Office (916) 657-3558 <a href="http://www.cde.ca.gov/healthystart">www.cde.ca.gov/healthystart</a>
<b>HIV/AIDS Grant Programs</b>					
HIV/STD Prevention Education Grant Program	\$ 260,000 per year for two years	Use local HIV/STD prevention resources to deliver age-appropriate and culturally sensitive HIV/STD education for youth at high risk for HIV infection.	School Districts and County Offices of Education	October 2001 Due March 2002	Learning Support and Partnerships Division School Health Connections Office (916) 657-5255 <a href="http://www.cde.ca.gov/lsp/cyfsbranch/health">www.cde.ca.gov/lsp/cyfsbranch/health</a>
<b>Homeless Children Services</b>					
Education for Homeless Children and Youth Program	<i>Federal</i> \$2.3 Million Statewide (Approximate)	To ensure homeless children are provided the same free, appropriate public education as provided to other children and youth.	County Offices of Education and School Districts	20 Grantees funded 1997-2000	Title I Policy and Partnerships Office (916) 657-2577
<b>Teenage Pregnancy Prevention</b>					
Teenage Pregnancy Prevention Grant Program	<i>State</i> \$10 million statewide each year	5-year competitive grant program to delay the onset of sexual activity and reduce the incidence of teenage pregnancy.	County Offices of Education and School Districts	Anticipate new cohort for FY 2002-03	Learning Support and Partnerships Division School Health Connections Office (916) 653-4512

Initiative/Program	Funding	Purpose	Who's Eligible	When Application is Available-Due	Contact At California Department of Education
<b>Nutrition Education and Services</b>					
Child Care and Adult Food Program	<i>Federal</i> \$2,716,663 Provides reimbursement for lunch, supper, breakfast, and for morning, afternoon, or evening snack. Does not include commodity contribution.	Provides a combination of nutritious meals and snacks to children enrolled for care through USDA reimbursement.	Public and private non-profit schools and child care facilities	Continuous Filing	Nutrition Services Division Field Services Unit (916) 445-0850 or (800) 952-5609 <a href="http://www.cde.ca.gov/nsd">www.cde.ca.gov/nsd</a>
National School Lunch Program (NSLP)	<i>Federal</i> \$1,310,481,000	<i>Federally</i> funded through USDA. Provides nutritious lunches to children through reimbursement for paid, reduced and free meals.	Public and private non-profit schools	Continuous filing Annual Renewal	Nutrition Services Division (916) 323-4558 <a href="http://www.cde.ca.gov/nsd">www.cde.ca.gov/nsd</a>
School Nutrition Policy Grants	Grants of \$10,000 to \$20,000 per school district. Propose to fund 6 to 8 pilot projects from Feb. 1, 2002 to June 30, 2003 (17 months)	Fund school districts to direct local efforts for development and implementation of nutrition and physical activity policies, including the establishment of a school nutrition policy team	School districts and private, nonprofit schools that participate in the National School Lunch and/or School Breakfast Program	October 2001  Due December 2001	Nutrition Services Division Jan Lewis (916) 323-7185
Meal Supplements (snacks) in the NSLP This is a new program	<i>Federal</i> Reimbursement methods in schools with at least 50% of students approved for free or reduced-price meals, snacks reimbursed	<i>Federally</i> funded through USDA. Provides nutritious snack to children through reimbursement for paid, reduced-price and free snacks	Eligibility determined on a site-by-site basis. Eligible school site must be: 1. After-school care program operated by a school participating in NSLP; 2. Purpose of the program is to provide care in an after school setting; and 3. Program must include education or enrichment activities	Continuous filing	Nutrition Services Division (916) 323-4558 <a href="http://www.cde.ca.gov/nsd">www.cde.ca.gov/nsd</a>
California State School Breakfast Program Start-Up Grants	<i>State</i> \$1.8 million statewide Up to \$15,000 per school	Defray expenses of initiating or expanding a School Breakfast Program	Schools that have no breakfast program, at least 30% needy students, and will maintain program for at least three years		Nutrition Services Division Program Resources and Education Jim Lane (916) 323-2479 <a href="mailto:jimlane@cde.ca.gov">jimlane@cde.ca.gov</a>
School Breakfast Program	<i>Federal</i> \$1,000,000 General Fund	Provides nutritious breakfasts to children through USDA reimbursements for paid, reduced fee and free meals	Public and private non-profit schools	Continuous filing Annual Renewal	Nutrition Services Division (916) 323-4558 <a href="http://www.cde.ca.gov/nsd">www.cde.ca.gov/nsd</a>

## C. HEALTHY START AND AFTER SCHOOL PARTNERSHIPS OFFICE STAFF

Learning Support and Partnerships Division

California Department of Education

Pat Rainey, Administrator

Phone: 916/657-3558

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Staff	Telephone	E-Mail Address	Duties
Julie Baltazar, Staff Services Manager	916/657-2788	jbaltaza@cde.ca.gov	Leadership and supervision of CDE office, fiscal support and database coordination; Personnel
Judy Anderson, Consultant	916/657-4773	juanders@cde.ca.gov	Site support and planning for regions 1 & 2; Staying Power; Business partnerships; IASA Title XI coordinated services
John Malloy, Consultant	916/654-6446	jmalloy@cde.ca.gov	Site support and planning for region 3; Healthy Start and After School Program State and local evaluation leadership and special research projects
MaryLu Graham, Consultant (Spanish bilingual)	916/657-3918	mgraham@cde.ca.gov	Site support and planning for region 4; Healthy Families; support for Healthy Start rural and high school sites
Linda Sain, Consultant	916/657-3144	lsain@cde.ca.gov	Site support and planning for region 4; Healthy Start Request for Application; Readers' Conference; Grant Award Process
Doug McDougall, Consultant	916/657-4906	dmcDougall@cde.ca.gov	Site support and planning for region 5; Healthy Start state partnerships; Prop 10 liaison; DMH liaison
Mary Lou Naylor, Consultant	916/657-5484	mnaylor@cde.ca.gov	Site support and planning for regions 6 & 7; After School Program evaluation, Special Studies, and Special projects
Linda Ryerson, Consultant	916/653-6415	lryerson@cde.ca.gov	Site support and planning for regions 8 & 10; After School Program elementary grant policies and process; After School Program Readers' Conference
Judith Brown, Consultant	916/657-5447	jbrown@cde.ca.gov	Site support and planning for region 9; Statewide Regional Capacity; CDE/Foundation Consortium partnership liaison; and Regional grants
Jane Ross, Consultant	916/653-5270	jaross@cde.ca.gov	Site support and planning for region 11; LEA Medi-Cal billing option
Frank Pisi, Consultant	916/657-4749	fpisi@cde.ca.gov	Site support and planning for region 11; After School Learning and Safe Neighborhoods Partnership Program Request for Applications; Middle school liaison
Juliet Barbero, Analyst	916/654-6032	jbarbero@cde.ca.gov	Healthy Start operational grants; fiscal support, budgets, and policies
Debbie Bussard, Analyst	916/654-0688	dbussard@cde.ca.gov	After School Learning and Safe Neighborhoods Partnership Program grants management; fiscal support, budgets, and policies

<b>Staff</b>	<b>Telephone</b>	<b>E-Mail Address</b>	<b>Duties</b>
Amy Cameron, Analyst	916/657-4784	acameron@cde.ca.gov	After School Learning and Safe Neighborhoods Partnership Program grants management; fiscal support, budgets, and policies
Shirley Day, Analyst	916/657-4980	sday@cde.ca.gov	Healthy Start collaborative planning grants, regional and business partnerships grants; Medi-Cal; fiscal support, budgets, and policies
Camille Marzion, Analyst	916/653-6212	cmarzion@cde.ca.gov	After School Learning and Safe Neighborhoods Partnership Program grants management; fiscal support, budgets, and policies
Juan Sanchez, Analyst	916/657-4980	jusanchez@cde.ca.gov	After School Learning and Safe Neighborhoods Partnership Program grants management; fiscal support, budgets, and policies
Kim Tuttle, Analyst	916/657-3459	ktuttle@cde.ca.gov	Healthy Start operational grants; fiscal support, budgets, and policies
Teresita Duarte, Office Technician	916/654-6004	tduarte@cde.ca.gov	Lead clerical support for Healthy Start RFA & Readers' Conference; General information
Karen Pacol, Office Technician	916/657-3558	kpacol@cde.ca.gov	Lead clerical support for Administrator; office contact for Division and Branch
Alberto Rivera, Office Assistant	916/651-6785	arivera@cde.ca.gov	Clerical support for supply maintenance; and general information
Karen Walker, Office Technician	916/657-3558	kwalker@cde.ca.gov	Clerical support for After School Learning and Safe Neighborhoods Partnership Program RFA; contact database; General Information

Web site: [www.cde.ca.gov/healthystart/](http://www.cde.ca.gov/healthystart/)

[www.cde.ca.gov/afterschool/](http://www.cde.ca.gov/afterschool/)

### C. CDE HEALTHY START REGIONAL CONSULTANTS

Learning Support and Partnerships Division

Pat Rainey, Administrator

916/657-3558

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Region	Consultant	Phone Number	E-Mail Address	Counties
1	Judy Anderson	916/657-4773	juanders@cde.ca.gov	Del Norte, Humboldt, Lake, Mendocino, Sonoma
2	Judy Anderson	916/657-4773	juanders@cde.ca.gov	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity
3	John Malloy	916/657-3558	jmalloy@cde.ca.gov	Alpine, Colusa, El Dorado, Placer, Nevada, Sacramento, Sierra, Sutter, Yolo, Yuba
4	Mary Lu Graham Linda Sain	916/657-3918 916/657-3144	mgraham@cde.ca.gov lsain@cde.ca.gov	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano
5	Doug McDougall	916/657-4906	dmcdouga@cde.ca.gov	Monterey, San Benito, Santa Clara, Santa Cruz
6	Mary Lou Naylor	916/657-5484	mnaylor@cde.ca.gov	Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne
7	Mary Lou Naylor	916/657-5484	mnaylor@cde.ca.gov	Kings, Fresno, Madera, Mariposa, Merced, Tulare
8	Linda Ryerson	916/653-6415	lryerson@cde.ca.gov	Kern, San Luis Obispo, Santa Barbara, Ventura
9	Judith Brown	916/657-5447	jbrown@cde.ca.gov	Imperial, Orange, San Diego
10	Linda Ryerson	916/653-6415	lryerson@cde.ca.gov	Inyo, Mono, Riverside, San Bernardino
11	Jane Ross Frank Pisi	916/653-5270 916/657-4749	jaross@cde.ca.gov fpisi@cde.ca.gov	Los Angeles

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10/23/01



## E. CALIFORNIA CENTER FOR COMMUNITY-SCHOOL PARTNERSHIPS AND THE HEALTHY START FIELD OFFICE STAFF

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CRESS Center, Division of Education  
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Staff	Telephone	E-Mail Address	Responsibilities
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Lori Dana, Administrative Assistant	530/754-6846	<a href="mailto:ladana@ucdavis.edu">ladana@ucdavis.edu</a>	Budgets & accounts management; Contracts; Administrative support & general information
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Lynne Jones, Administrative Assistant	530/754-6042	<a href="mailto:mljones@ucdavis.edu">mljones@ucdavis.edu</a>	Materials development; Clearinghouse management; Conferences & Events; Database management-newsletter & directory; Contracts; Reimbursements; Administrative support & general information
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